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ABSTRACT

This report presents specific educational objectives for grades K-8 in Delaware's public schools. The objectives evolved from nine major goals for education adopted by the State board of education in the spring of 1972. Specific objectives for each subject area were developed by task forces made up of teachers, supervisors, and administrators from throughout the State working in conjunction with Delaware Department of Public Instruction personnel. An introductory section discusses the Delaware Educational Accountability System. Separate sections describe objectives for each grade in the areas of communication skills, reading, natural science, mathematics, social studies, and physical and mental health. (JG)

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DELAWARE

EDUCATIONAL

ACCOUNTABILITY

SYSTEM

STATEWIDE EDUCATIONAL OBJECTIVES

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DELAWARE DEPARTMENT OF PUBLIC INSTRUCTION

ED 100057

STATEWIDE EDUCATIONAL OBJECTIVES

Coordinated by
Planning, Research, and Evaluation
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January 1975

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PREFACE

This generation of statewide educational objectives had its beginning in the Spring of 1972 when the State Board of Education adopted nine major goals for education. From the adopted goals, subject matter task forces representing teachers, supervisors, and administrators from throughout the State, working in conjunction with Department of Public Instruction personnel, began development of objectives for the schools of Delaware. The objectives have undergone a series of revisions with these objectives being the up to date version.

It is anticipated that this common core of objectives will be expanded and/or adapted by each school and school district, thereby yielding a set of individually tailored objectives for each community.

I wish to commend all who have given of their time to bring this statewide project to fruition.

Kenneth C. Madden
State Superintendent

December 16, 1974

TASK FORCES

This edition of statewide objectives was produced through the efforts of the following task force members and Department of Public Instruction personnel.

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USING THE STATEWIDE OBJECTIVES

Many curriculum groups and school faculties who have used previous editions of the statewide objectives found the following uses for the objectives to be very productive.

* Copy the objectives and circulate to the subject matter teachers and/or department chairmen for basic information.

* Compare the statewide objectives to the philosophy and objectives of your school. This generally leads to a great deal of staff dialogue relating to the school program.

* Study the relationship between the objectives and the instructional content and materials at a building level.

* Use the objectives to narrow the focus of district or school inservice programs to the program or curriculum areas which need attention.

* Use the objectives as a base for developing more specific objectives for a school or program.

* Use the objectives as one of the criteria for district-wide materials selection and curriculum improvement.

* Use the objectives in conjunction with the state testing program to determine strengths and weaknesses in a district, school, or program. Remember that the testing program results are reported by objectives.

THE DELAWARE EDUCATIONAL ACCOUNTABILITY SYSTEM

The Delaware Educational Accountability System (DEAS) is a long-range system for program improvement. All DEAS efforts are based on the conviction that improving education for Delaware students is of prime importance. Program assessment points the direction for improved education through corrective action at the school level.

We must be accountable not only for what we have done but also for continually trying to improve the quality of education for tomorrow's students. Through the use of these objectives in interpreting assessment results, future corrective action can be taken, and Delaware education can be improved in a systematic manner.

Overview

Beginning in 1972, state and local personnel have been developing, reviewing, and refining objectives related to Goal Statements for Delaware Public School Students for the 70's and 80's. The statewide goals and related objectives are the basic building blocks of the system. Essential questions that DEAS activities are designed to answer include:

* What do we want from our educational system?
* What have we attained?
* What are the strengths and weaknesses of our schools?
* What can be done to improve schools and their programs?

It is readily apparent that educational goals and objectives first had to be specified before the above sequence of questions could be answered.

Statewide Goals and Objectives (What Do We Want?)

Delaware's learner-oriented goals are the result of a complex field survey, two statewide public forums, and solicited comments and recommendations from over 400 public and professional organizations.

The State Board of Education adopted the following goals in the Spring of 1972. (1)

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(1) See Goal Statements for Delaware Public School Students for the 70's and 80's, Department of Public Instruction, September, 1972.

Education in Delaware will provide the opportunity for each learner, to the extent of his individual ability, to:

* Acquire a mastery of basic skills required for obtaining and expressing ideas through the effective use of words, numbers, and symbols.

* Develop attitudes and competencies which facilitate learning.

* Develop vocational or professional competence.

* Acquire habits and attitudes necessary for responsible citizenship.

* Understand the elements necessary for his physical and emotional well being.

* Develop a concern for moral, ethical, and spiritual values.

* Appreciate his own worth as a member of society.

* Develop an understanding and appreciation for humanities and the arts.

* Develop an appreciation of the family.

In order to determine student attainment in each goal area, it was necessary to develop learner objectives which specify what is to be expected for a student at a particular point in time. To encourage local use, it was determined that statewide objectives should be a point of departure from which district, school, and classroom objectives could be developed in a logical fashion.

The statewide objectives in this edition are the culmination of three years of state and local efforts. Through subject-area task forces composed of school district personnel, preliminary drafts of the objectives were developed and sent to every school for preview and comment. Hundreds of local recommendations were then collated by Planning, Research, and Evaluation Division staff for further consideration by the task force members. This combination of task force expertise and school review has yielded a most useful set of statewide objectives.

The objectives have been developed as cumulative objectives for grades one, four, and eight. The objectives in communications, health, mathematics, and social studies have been specified within a format which is consistent across content areas. It is projected that science will follow this format in the near future.

Referencing these objectives to current state curriculum guides has been initiated with the social studies objectives through noting applicable sections of the Exemplar (1971), a curriculum guide published by the State Department of Public Instruction. As the science objectives are further developed, a similar technique of referencing may be used with the state science curriculum guide, the Equinox (1974). Planning is currently underway to produce work sheets for cross-referencing local objectives, instructional techniques, and materials for the statewide objectives. Scope and sequence charts will also be available to trace the evolution of the objectives through each grade level. Additionally, consideration is being given to developing objectives for grade twelve.

Objectives and the State Testing Program (What Have We Attained?)

The statewide objectives provide the basis for survey achievement measures administered yearly to every first, fourth, and eighth grade student under the Delaware Educational Assessment Program (DEAP). Of course, the objectives are more comprehensive than any one DEAP test could encompass. Therefore, the subject task forces determine which objectives are most important to assess and a portion of the DEAP test items are then revised each year to correspond to changes in objectives and curriculum trends.

Since DEAP test items are keyed to learner objectives, school personnel can determine how well their students perform in specific instructional areas. In addition, information about ability and school and community variables is collected and analyzed to provide better understanding of student achievement potential.

Objectives and Local Needs (What Are Our Strengths and Weaknesses?)

District or school scores on items related to state objectives can help staff evaluate student performance in skill areas (e.g., long division). In this way, areas of possible strength and weakness in school or district programs can be identified. Follow-up diagnostic procedures to ascertain why program strengths and weaknesses occur can be facilitated by studying local objectives and related instructional practices. Task force members and Department of Public Instruction staff are available to assist schools in these kinds of test interpretation procedures.

Statewide and local needs assessments can also be performed using test results for the various objectives, and consequently the relative needs can be ordered. From such assessments, program priorities can be established, and systematic methods for concentrating available resources to meet particular needs can be developed. Establishing priorities for action to meet apparent needs involves judgements about the relative importance of each objective as well as the size of the discrepancy between actual and expected performance. Test data by objective can point the way, but professional judgement must be applied by school personnel to complete a useful needs assessment.

Objectives and Corrective Action (What Can Be Done To Improve Programs?)

School districts using the state assessment data can identify the strengths of their several schools; when pupils in one school score exceptionally well, other schools may consider adopting that school's approach. Further, schools in other districts that performed especially well can be identified. Successful practices may then be adapted to a school that may have done less well.

At the state level, needs assessment analyses can lead to state and federal programs for corrective action. This information can provide the state legislature with a basis for policy action and funding to shore up areas where there are critical needs.

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COMMUNICATIONS OBJECTIVES

The material included here represents what the task forces believe to be realistic learning objectives for student achievement at the end of grades one, four, and eight in the areas of Study Skills, Literature, Writing, Speaking, Listening, and Reading. Mastery of the objectives will contribute to the development of an individual capable of functioning independently; that is, one who, to the best of the individual's ability, is able to use time effectively; accomplish tasks; select material suitable to a given purpose; organize and evaluate information; evaluate sources of information; adjust rate of reading and writing; submit acceptable written work; proofread with accuracy; determine tasks to be accomplished; solve problems effectively; cooperate with others; maintain a positive, constructive attitude toward peers and others; evaluate personal accomplishments and those of others. Although it is felt that most children will master the objectives established for a given year, some will reach the goal earlier than others, some later. This is the basis for applying the concept of individualized instruction.

These objectives should have sufficient substance, organization, and clarity to be of real help to teachers. The objectives are the basis for the state assessment program. It should be noted that while all test items in the assessment program refer to one of the objectives, no attempt will be made to measure all the objectives. The objectives are not intended to be rigidly definitive nor are they considered all-inclusive. Rather, they are offered as a point of departure around which thoughtful educators can construct sound instructional programs. As such, they are obviously subject to revision.

Study Skills. The section of study skills is placed first, since these skills are recognized as applying to every aspect of every discipline and are, therefore, the actual foundation for developing student competency. This section deals with the skills of classification, reference, and critical thinking.

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Literature. The section of literature is an addition to the state objectives, for it was felt that the domain of literature, perhaps more than any other, deals with the developing of humane individuals. Although some of these objectives, which are necessarily cumulative in nature, admittedly cannot be measured by the traditional paper and pencil method, they were considered far too important to ignore. Objectives for the domain of literature were developed for the two strands - Form of Literature and Response to Literature.

Writing. Written communication is closely related to oral speech, from which it derives its greatest stimulus. To cover the multiple aspects of writing, objectives were developed for three major strands: Handwriting and Mechanics, Language, and Composition.

Speaking. The objectives for speaking attend to formal and informal speech situations. Speaking skills necessary for individual as well as group participation are included.

Listening. Objectives for listening skills are developed for the three major concepts: listening for information, for evaluation, and for appreciation.

Reading. The domain of reading is subsumed under Communications. However, because of its importance, reading is treated in greater depth than the other domains of communication.

It is obviously difficult and unrealistic to isolate any of the areas of the Communications Skills - Study Skills, Literature, Writing, Speaking, Listening, and Reading. It is for this reason that careful consideration should be given to presenting all of these skills as communications skills, rather than as discrete subjects, and that teachers cross reference thoughtfully and meaningfully. It is maintained that there are many thinking, language, and study skills that are part of all disciplines of learning. It is anticipated that eventually an interdisciplinary term can identify these so that all teachers, regardless of their area of specialization, can work toward the accomplishment of these general learning skills.

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COMMUNICATIONS OBJECTIVES

STUDY SKILLS

KINDERGARTEN AND GRADE ONE

A. CLASSIFICATION SKILLS

At the end of the regular first year program in communications, a student should be able to:

A1. Recognize similarities and differences in objects, pictures, and words.

a. Identify objects or pictures according to size, shape, color, and texture.

b. Identify objects or pictures according to function or action.

c. Identify objects or pictures according to location, position, or time.

d. Identify objects or pictures according to quantity.

e. Select words according to categories (e.g., words that name, words that indicate action, words with opposite meanings).

B. REFERENCE SKILLS

At the end of the regular first year program in communications, a student should be able to:

B1. Recognize and use the letters of the alphabet.

a. Recite letters of alphabet in order.

b. Identify and arrange letters of alphabet presented in random order.

c. Arrange a list of words in alphabetical order by first letter.

B2. Utilize simple dictionaries.

a. Recognize alphabetical order.

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b. Locate familiar items in a dictionary.

B3. Derive information from audio-visual materials (e.g., worksheets, newspapers and magazines, games, records, films and filmstrips, puzzles, scissors, paints, chalkboards, miscellaneous equipment).

a. Identify and locate varied instructional materials.

b. Note visual symbols for content.

c. Listen to audio materials for content.

d. Utilize visual/auditory stimuli for a stated purpose.

B4. Utilize various printed material (e.g., pictures, books, magazines, newspapers, periodicals, worksheets, charts, and maps).

a. Distinguish and locate varied printed materials.

b. Identify and locate the basic parts of a book (e.g., title page, table of contents, page numbers).

c. Use various printed materials to find known words.

B5. Locate and use available school resources (e.g., library, office, cafeteria, auditorium, gymnasium, or environmental laboratory, and nurse or guidance counselor).

C. CRITICAL THINKING SKILLS

At the end of the regular first year program in communications, a student should be able to:

C1. State a reason for a given response.

a. Explain a choice.

b. Express a personal feeling.

c. Distinguish real from unreal.

d. Make a judgment when given a choice.

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C2. Arrange pictures and/or topics in sequence.

a. Identify the beginning and ending of a story.

b. Order events in a simple story or an experience.

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STATE OF DELAWARE

COMMUNICATIONS OBJECTIVES

STUDY SKILLS

GRADE TWO THROUGH GRADE FOUR

A. CLASSIFICATION SKILLS

At the end of the regular fourth grade program in communications, a student should be able to:

A1. Classify objects, pictures, or words.

a. List and arrange according to likenesses and differences.

b. Compare and/or contrast given items.

B. REFERENCE SKILLS

At the end of the regular fourth grade program in communications, a student should be able to:

B1. Utilize alphabetizing skills.

a. Arrange letters in alphabetical order.

b. Arrange a list of words in alphabetical order by first letter, first two letters, and first three letters.

c. List words and topics in alphabetical order.

d. Locate words and topics in a dictionary, glossary, card catalogue, an index, encyclopedia, and other reference sources.

B2. Utilize dictionary skills.

a. Locate given words in a dictionary, glossary, and an index.

b. Use guide words (in reference materials).

c. Locate and determine syllables and pronunciation.

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d. Locate and recognize root words, affixes, and inflections.

e. Select appropriate definition from multiple entries.

f. Apply definition to context.

g. Compare and contrast synonyms, antonyms, and homonyms.

B3. Derive information from audio-visual materials.

a. Locate and select instructional materials appropriate to a stated purpose (e.g., filmstrips, cassettes, films, records, projector, previewer, record player, tape recorder, and other available resources).

b. Observe and listen for a given purpose.

B4. Derive information from printed materials (e.g., pictures, books, magazines, newspapers, periodicals, worksheets, charts, maps, tables, graphs, encyclopedia, atlas, almanac, and other available references).

a. Distinguish among varied printed materials.

b. Locate title, author, and subject references by using card catalogue.

c. Locate and use parts of text and reference books: index, glossary, title page, copyright and publisher, table of contents, list of illustrations, chapter headings, text or body, picture captions.

d. Follow printed directions.

e. Adjust reading rate to purpose (e.g., skim, scan, and study).

B5. Locate and use available school and community resources (e.g., library, speakers, museums, companies, theaters, media, natural resources, and other agencies).

C. CRITICAL THINKING SKILLS

At the end of the regular fourth grade program in communications, a student should be able to:

C1. State a reason for a given response.

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a. Classify objects and items giving a logical explanation.

b. Draw a conclusion or make an inference from a given set of facts.

c. Make a judgment when given a choice.

C2. Arrange topics and events in sequence.

a. Use simple introductory notetaking.

b. Summarize information.

c. Construct a simple topic outline.

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COMMUNICATIONS OBJECTIVES

STUDY SKILLS

GRADE FIVE THROUGH GRADE EIGHT

A. CLASSIFICATION SKILLS

At the end of the regular eighth grade program in communications, a student should be able to:

A1. Classify information (e.g., propaganda, bias, and authority).

a. Differentiate fact from opinion.

b. Find supportive data.

B. REFERENCE SKILLS

At the end of the regular eighth grade program in communications, a student should be able to:

B1. Utilize alphabetizing skills.

a. Arrange words and topics in alphabetical order.

b. Locate words or topics in texts and reference sources: dictionary, glossary, index, encyclopedia, card catalogue, thesaurus, atlas, Who's Who, Readers' Guide to Periodical Literature, vertical files, and other available resources.

B2. Utilize dictionary skills.

a. Locate given words in a dictionary, glossary, and an index.

b. Use guide words in all reference materials.

c. Locate and determine syllables, pronunciation, and word origins.

d. Examine root, prefix, and suffix entries.

e. Locate information by specific page number.

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f. Select appropriate definition from multiple entries.

g. Compare and contrast antonyms, homonyms, and synonyms.

B3. Derive information from audio-visual materials.

a. Locate and select instructional materials (e.g., classroom and resource center areas).

b. Observe and/or listen for a stated purpose.

c. Evaluate instructional materials according to purpose (e.g., for information, for persuasion, or for enjoyment).

B4. Derive information from printed materials (e.g., pictures, books, magazines, newspapers, periodicals, worksheets, charts, maps, globes, graphs, encyclopedia, atlas, almanac, Readers' Guide to Periodical Literature, reference dictionaries, and other available references).

a. Distinguish, locate, and use varied printed materials.

b. Identify and locate parts of text and reference books: title page, copyright and publisher, preface, foreword, introduction, table of contents, list of illustrations, chapter headings, text or body, picture captions, bibliography, index, glossary, appendix, footnotes.

c. Use cross-references.

d. Follow printed directions.

e. Adjust reading rate to purpose (e.g., skim, scan, and study).

B5. Identify, locate, and use community resources (e.g., library, speakers, museums, companies, theaters, media, natural resources, and other agencies).

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C. CRITICAL THINKING SKILLS

At the end of the regular eighth grade program in communications, a student should be able to:

C1. Support reason(s) for a given response.

a. Distinguish between inductive and deductive reasoning.

b. Use facts to reach a generalization.

c. Illustrate main idea using analogies and/or example.

d. Draw specific conclusions.

e. Distinguish between objective and subjective reasoning through establishing evaluative criteria (i.e., judge authority, detect bias).

C2. Arrange topics and events in sequence.

a. Take notes on material read for information.

b. Summarize information.

c. Construct topic and sentence outlines.

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COMMUNICATIONS OBJECTIVES

LITERATURE

KINDERGARTEN AND GRADE ONE

A. FORM OF LITERATURE

At the end of the regular first grade program in communications, a student should be able to:

A1. Use print and nonprint material.

a. Select print material.

b. Select nonprint material.

A2. Know selected literary elements (e.g., time, place, main characters).

a. Identify time.

b. Recognize place.

A3. Recognize two basic literary forms.

a. Identify prose (e.g., fairy tale).

b. Recognize poetry (e.g., rhyme, rhythm).

B. RESPONSE TO LITERATURE

At the end of the regular first grade program in communications, a student should be able to:

B1. Interpret literature presented through various media (e.g., pictures, recordings, and movies).

a. Retell a story.

b. Extend a story through imagination.

B2. Use literature as a stimulus for other types of communication.

a. Share responses to a story.

b. Create other responses to a story (e.g., drawing, clay work, dramatizations).

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B3. Demonstrate the ideas and emotions of characters through group interaction.

a. Participate in role-playing situations.

b. Pantomime a character.

B4. Recognize interrelationship of literature, society, and the individual.

a. Identify self with a literary character.

b. Identity values in literature (e.g., honesty, courage, and truth).

c. Derive personal satisfaction from literature (e.g., need for beauty, imagination, and fantasy).

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STATE OF DELAWARE

COMMUNICATIONS OBJECTIVES

LITERATURE

GRADE TWO THROUGH GRADE FOUR

A. FORM OF LITERATURE

At the end of the regular fourth grade program in communications, a student should be able to:

A1. Use the media of literature.

a. Identify various uses of literature (e.g., information, enjoyment).

b. Select literature for a specific purpose.

A2. Know selected literary elements.

a. Trace the plot.

b. Recognize simple message.

c. Identify setting.

A3. Differentiate between prose and poetry.

A4. Identify various literary forms (e.g., fairy tale, fable, myth, folktale, biography, autobiography, diary).

A5. Understand the use and choice of language in literature.

a. Recognize figurative language.

b. Recognize sensory words.

c. Recognize dialect.

B. RESPONSE TO LITERATURE

At the end of the regular fourth grade program in communications, a student should be able to:

B1. Interpret literature presented through various media (e.g., pictures, recordings, movies).

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a. Retell a story and elaborate through imaginative speculation.

b. Analyze a personal response to a literary work.

c. React to another student's response to a literary work.

B2. Use literature as a stimulus for other forms of communications.

a. Read orally using appropriate intonations and inflections to indicate interpretation.

b. Compare two characters.

B3. Demonstrate the ideas and emotions of character through group interactions.

a. Act in role-playing situations.

b. Pantomime a character.

c. Participate in a play.

B4. Recognize interrelationship of literature, society, and the individual.

a. Identify self with a literary character.

b. Identify values in literature (e.g., courage, tolerance).

c. Recognize certain universal problems through literature (e.g., poverty, bias).

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STATE OF DELAWARE

COMMUNICATIONS OBJECTIVES

LITERATURE

GRADE FIVE THROUGH GRADE EIGHT

A. FORM OF LITERATURE

At the end of the regular eighth grade program in communications, a student should be able to:

A1. Use the media of literature.

- a. Identify various uses of literature (e.g., information, enjoyment).
- b. Select literature for specific purpose.

A2. Know selected literary elements.

- a. Identify tone (writer's attitude).
- b. Recognize mood (generalized feeling).

A3. Understand literary forms (e.g., fairy tale, fable, myth, folktale, biography, autobiography, diary, essay, short story, novel, drama).

- a. List the characteristics (e.g., conflict, relation of setting to plot and character, characterization).

A4. Understand the structure of literature.

- a. Distinguish poetry from prose on the basis of form (e.g., stanza arrangement, paragraphing, spacing).
- b. Distinguish poetry from prose on the basis of internal evidence (e.g., rhyme or rhythm, figurative language, eliptical expression).

A5. Understand the use and choice of language in literature.

- a. Recognize sensory words.

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b. Recognize figurative language.

c. Recognize dialect as an aid to characterization.

d. Identify style (writer's use of formal and/or informal language).

B. RESPONSE TO LITERATURE

At the end of the regular eighth grade program in communications, a student should be able to:

B1. Interpret literature presented through various media (e.g., pictures, recordings, movies).

a. Recognize the thoughts and feelings of characters in literature.

b. Evaluate the situation revealed through literature.

B2. Use literature as a stimulus for other forms of communication.

a. Compare and contrast two characters.

b. Compare and contrast two situations.

B3. Demonstrate the ideas and emotions of characters through group interaction.

a. Pantomime a character.

b. Participate in a play.

B4. Recognize interrelationship of literature, society, and the individual.

a. Analyze themes in literature (e.g., environment, violence, competition).

b. Determine how literature may reflect man's concern for fellowman.

c. Find possible solutions from literature for personal and/or societal problems.

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COMMUNICATIONS OBJECTIVES

WRITING

KINDERGARTEN AND GRADE ONE

A. HANDWRITING AND MECHANICS

At the end of the regular first grade program in communications, a student should be able to:

A1. Use appropriate handwriting.

a. Draw visually distinct patterns.

b. Print upper and lower case letters.

A2. Use appropriate capitalization.

a. Recognize the need for capitalizing first word of a sentence.

A3. Use appropriate punctuation.

a. Recognize that a period is used at the end of a sentence and with selected abbreviations (e.g., titles of address).

b. Use a question mark at the end of a question.

A4. Use phonetic spelling (See Reading Objectives).

B. LANGUAGE

At the end of the regular first grade program in communications, a student should be able to:

B1. Transfer oral thoughts into written form.

a. Write native thought patterns (e.g., child's own language).

b. Identify certain groups of words as being sentences.

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B2. Use language appropriately.

a. Select more than one word for a given meaning.

b. Recognize more than one meaning for a given word.

c. Recognize appropriate language patterns.

C. COMPOSITION

At the end of the regular first grade program in communications, a student should be able to:

C1. Use experiences as a stimulus for written communication. (See Speaking Objectives.)

a. Discuss and select a subject from a variety of personal experiences.

b. Discuss a personal reaction to a selection recently read or heard.

C2. Communicate thoughts and ideas in writing.

a. Compose an original thought unit.

b. Use a variety of words to express action and sound.

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STATE OF DELAWARE

COMMUNICATIONS OBJECTIVES

WRITING

GRADE TWO THROUGH GRADE FOUR

A. HANDWRITING AND MECHANICS

At the end of the regular fourth grade program in communications, a student should be able to:

A1. Use appropriate handwriting.

a. Associate manuscript and cursive letters.

b. Duplicate and recognize letters and words in cursive form.

A2. Use appropriate capitalization.

a. Use capital letters to begin proper nouns (e.g., streets, cities or towns, states, countries, holidays, days of the week, months, counties, rivers, persons' names, institutions, naturalities, names of languages).

b. Use capitalization for the pronoun I, selected abbreviations, first word of a sentence, and selected words in a title.

A3. Use appropriate punctuation.

a. Differentiate and use various end marks of punctuation: period, question mark, exclamation mark.

b. Use commas: items in a series, in dates, addresses, salutations, close of letters.

c. Use apostrophes: contractions, possession.

d. Use semicolon to separate main clauses in compound sentence.

e. Use hyphen where appropriate in numbers.

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A4. Use appropriate spelling.

a. Apply selected spelling rules (e.g., contractions, final e, ie - ei).

b. Determine spelling by using a dictionary. (See Study Skills Objectives.)

c. Recognize word parts (e.g., root, prefix, suffix).

A5. Proofread.

a. Recognize correct or incorrect usage of capitalization, punctuation, and spelling errors in a written passage or in isolation.

b. Locate and correct the capitalization, punctuation, and spelling errors in personal writing.

c. Recognize correct or incorrect gramatical units and word usage.

B. LANGUAGE

At the end of the regular fourth grade program in communications, a student should be able to:

B1. Recognize and use appropriate grammatical units (e.g., words, phrases, clauses, sentences, paragraphs).

a. Recognize and write different types of sentences.

b. Write an expanded and enriched sentence by using modification and substitution.

c. Recognize the paragraph as an expanded unit of thought.

B2. Use parts of speech appropriately.

a. Recognize subject-predicate agreement.

b. Determine pronouns based on principles of case, number, and gender.

B3. Use words meaningfully.

a. Continue to use known words meaningfully.

b. Indicate the meaning of words not previously

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known (e.g., words not known at the beginning of a given study cycle).

c. Supply synonyms for a selected number of contemporary words and expressions (e.g., cool, neat, rip-off).

C. COMPOSITION

At the end of the regular fourth grade program in communications, a student should be able to:

C1. Use experiences or sensory observations as a stimulus for written communication. (See Speaking Objectives.)

a. Draw upon personal experiences (e.g., field trip, family situation).

b. Determine a topic from a broad subject.

C2. Communicate thoughts and ideas in writing.

a. Construct a paragraph from a given topic.

b. Compose a letter.

C3. Understand the need for editing.

a. Combine two related thought units into one sentence.

b. Recognize and eliminate unnecessary repetition in writing.

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COMMUNICATIONS OBJECTIVES

WRITING

GRADE FIVE THROUGH GRADE EIGHT

A. HANDWRITING AND MECHANICS

At the end of the regular eighth grade program in communications, a student should be able to:

A1. Use legible handwriting.

- a. Write letters and words in legible cursive form.
- b. Maintain proficiency in both manuscript and cursive.

A2. Identify and use capitalization in written work. (e.g., letters, titles, compositions).

A3. Differentiate and use various marks of internal punctuation needed to communicate meaning.

- a. Use comma: appositives, parenthetical expressions, nouns of direct address, non-essential elements, introductory subordinate clauses, participial phrases, to introduce direct quotations.
- b. Use quotation marks.
- c. Use colons.
- d. Use semi-colons in compound sentences.
- e. Use apostrophes.
- f. Use hyphens.

A4. Use correct spelling.

- a. Separate words according to the rules of syllabication.
- b. Recognize word parts (e.g., root, prefixe, suffix).

A5. Proofread.

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a. Recognize capitalization, punctuation, and spelling errors in a written passage.

b. Locate and correct capitalization, punctuation, and spelling errors in personal writing.

B. LANGUAGE

At the end of the regular eighth grade program in communications, a student should be able to:

B1. Structure appropriate grammatical units (e.g., words, phrases, clauses, sentences, paragraphs, composition).

a. Recognize the essential parts of a sentence (e.g., subject, predicate, complement).

b. Vary sentence patterns.

c. Construct a paragraph.

d. Construct a multi-paragraph composition.

B2. Use language appropriately.

a. Distinguish between standard and nonstandard English in order to employ a variety of expressions for various purposes (e.g., in school, out of school, formal, and informal).

b. Apply principles of correct subject-predicate agreement.

c. Determine correct verb form.

d. Determine pronoun usage according to principles of gender, case, and number.

e. Distinguish between adverbs and adjectives.

f. Recognize and use parallel construction.

B3. Use words meaningfully.

a. Indicate the meaning of words not previously known (e.g., words not known at a given cycle).

b. Supply synonyms for a selected number of contemporary words and expressions (e.g., cool, neat, rip-off).

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C. COMPOSITION

At the end of the regular eighth grade program in communications, a student should be able to:

C1. Use experiences as a stimulus for written communication.

a. React orally to a work in preparation for writing.

b. Select a topic suitable for writing after surveying sources of information.

c. Construct an outline. (See Study Skills,)

C2. Communicate thoughts and ideas in writing.

a. Construct a descriptive composition (e.g., person, animal, scene, event).

b. Employ various methods of paragraph development: extended definition, illustration and example, contrast and comparison, cause and effect, deductive and inductive).

C3. Understand the need for editing.

a. Restructure sentence in varying ways.

b. State an alternative expression in order to clarify meaning.

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COMMUNICATIONS OBJECTIVES

SPEAKING

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GRADE TWO THROUGH GRADE FOUR

At the end of the regular fourth grade program in communications, a student should be able to:

A1. Give an informal presentation.

- a. Tell a joke or tall tale.
- b. Share a happening or situation.

A2. Present an oral report.

- a. Discuss a fact.
- b. Summarize a story, movie, or a trip.
- c. Give a set of directions.
- d. Make an explanation.

A3. Participate in role-playing experiences or creative drama.

- a. Mimic a familiar character.
- b. Present a puppet character.
- c. Portray a character in a skit.
- d. Participate in choral speaking.

A4. Contribute purposefully in group discussion.

- a. Ask meaningful questions.
- b. Offer relevant ideas.
- c. Demonstrate acceptable behavior in group discussions (i.e., display courtesy and attention).

A5. Utilize techniques for effective speaking.

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SPEAKING (Continued)

a. Speak clearly and distinctly.

b. Vary inflection and tone of voice to change meaning and feeling.

c. Follow punctuation to aid oral reading.

d. Use gestures to complement meaning and feeling.

e. Use language appropriate to situation and material (e.g., dialect, idiom, usage, vocabulary).

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COMMUNICATIONS OBJECTIVES

SPEAKING

GRADE FIVE THROUGH GRADE EIGHT

At the end of the regular eighth grade program in communications, a student should be able to:

A1. Present an oral report (e.g., demonstration speech, commercial).

- a. Emphasize the main idea.
- b. Organize details related to the main idea.
- c. Stress key words and phrases.

A2. Participate in role-playing experiences and creative drama.

- a. Improvise.
- b. Role-play animate or inanimate objects.
- c. Present a simple interpretive reading.
- d. Portray a character in a play.
- e. Present a monologue.

A3. Contribute purposefully in group activities.

- a. Participate constructively in discussion (e.g., classroom discussion, panel, debate).
- b. Participate in simulated interviews.
- c. Participate in choral speaking.

A4. Utilize techniques for effective speech.

- a. Establish and maintain audience contact.
- b. Present dramatic illustrations.
- c. Use appropriate gestures.

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d. Employ appropriate volume, pitch, tone, and inflection.

e. Adapt rate of speech to purpose.

f. Recognize audience reaction.

A5. Utilize appropriate language.

a. Communicate thoughts with clarity and meaning.

b. Use acceptable pronunciation and clear enunciation.

c. Employ effective language (e.g., dialect, idiom, vocabulary, usage).

A6. Apply parliamentary procedure in appropriate situations.

a. Chair planned meetings.

b. Make motions.

c. Participate in discussion.

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STATE OF DELAWARE

COMMUNICATIONS OBJECTIVES

LISTENING

KINDERGARTEN AND GRADE ONE

A. LISTEN FOR INFORMATION

At the end of the regular first grade program in communications, a student should be able to:

A1. Follow simple oral directions for a given task.

- a. Follow a one-step direction (e.g., line up, sit down, listen).
- b. Follow two-step directions (e.g., draw a picture, and then color a picture).
- c. Follow three-step directions (e.g., remove coat, hand coat, and take a seat).

A2. Listen to distinguish environmental sounds.

- a. Identify human and nonhuman sounds.
- b. Recognize and reproduce animate and inanimate sounds (e.g., mooing of a cow, beating of a drum).
- c. Recognize classmates by voice.

A3. Listen to material presented orally for the purpose of answering basic questions about content.

- a. Match picture to word.
- b. Recognize relationships (e.g., title to content, form to function).
- c. Identify the main subject by using title clues.
- d. Name the main character(s) of a story.
- e. State the time and place of a story.
- f. Retell the major events of a simple story in sequential order.

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g. Give one or two details about a selected event in a simple story.

h. Distinguish fact from fantasy.

i. Interpret figurative language.

B. LISTEN FOR EVALUATION

At the end of the regular first grade program in communications, a student should be able to:

B1. Analyze an oral presentation.

a. Decide and justify why a story is liked or disliked.

b. Determine whether story reveals the answer sought.

c. Select or judge the best ending for a story.

d. Decide which words make a story happy, sad, funny.

C. LISTEN FOR APPRECIATION

At the end of the regular first grade program in communications, a student should be able to:

C1. Demonstrate awareness of rhythm or rhyme.

a. Respond to music by keeping time.

b. Recognize the beat in verse.

c. Identify similar and dissimilar sounds (e.g., words that rhyme).

C2. Develop an interest in hearing stories read.

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STATE OF DELAWARE

COMMUNICATIONS OBJECTIVES

LISTENING

GRADE TWO THROUGH GRADE FOUR

A. LISTEN FOR INFORMATION

At the end of the regular fourth grade program in communications, a student should be able to:

A1. Follow a set of directions for a given task.

- a. Follow a predetermined order in carrying out directions (e.g., arrange pictures or objects).
- b. Follow all emergency procedures (e.g., fire drill, air raid, bus evacuation).
- c. Follow given format for written work.

A2. Identify environmental sounds.

- a. Identify common musical instruments.
- b. Identify classmates by voice.
- c. Identify emotions from tone of voice.
- d. Describe unidentifiable sounds.

A3. Listen to material presented orally for the purpose of answering questions or interpreting content.

- a. Identify the main subject by using title clues.
- b. Recognize the relationship of the title to the content and state an alternate title for the material.
- c. Name the main characters of a story.
- d. State the time and place of a story.

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e. Retell the major events of a simple story in sequential order.

f. Give one or two details about a selected event in a simple story.

g. Distinguish fact from fantasy.

h. Ask relevant questions and explain relevant information.

i. Classify information.

j. Restate ideas in different words.

B. LISTEN FOR EVALUATION

At the end of the regular fourth grade program in communications, a student should be able to:

B1. Analyze and critique the effectiveness of an oral presentation.

a. State reasons for liking or disliking.

b. Determine relevance of ideas.

c. Recognize effective voice qualities (e.g., pitch, volume, inflection).

d. Identify wit, humor, pathos.

e. Recognize effective and appropriate language (e.g., usage, vocabulary, dialects, idioms).

C. LISTEN FOR APPRECIATION

At the end of the regular fourth grade program in communications, a student should be able to:

C1. Indicate an appreciation for rhythm and rhyme.

a. Listen to poetry or songs when given a choice.

b. Demonstrate a response to a performance.

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COMMUNICATIONS OBJECTIVES

LISTENING

GRADE FIVE THROUGH GRADE EIGHT

A. LISTEN FOR INFORMATION

At the end of the regular eighth grade program in communications, a student should be able to:

A1. Recall, comprehend, and follow oral directions accurately and sequentially.

- a. Demonstrate all emergency procedures (e.g., fire drill, air raid, and bus evacuation).
- b. Follow directions for assigned tasks.

A2. Respond critically to a variety of environmental sounds.

- a. Identify the tone, mood, or emotional content of a given sound (e.g., bells, siren, voice, and orchestration).

A3. Interpret the content of an oral presentation.

- a. Identify and paraphrase the main idea.
- b. Enumerate supporting details of main idea.
- c. Identify points that should be questioned for validity of evidence.
- d. Distinguish relevant from irrelevant statements.
- e. Differentiate between statements of fact and statements of opinion.
- f. Determine author's purpose (e.g., to inform, to entertain, to persuade).
- g. Identify key words or phrases.
- h. Derive word meaning from context.

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B. LISTEN FOR EVALUATION

At the end of the regular eighth grade program in communications, a student should be able to:

B1. Analyze the techniques and critique effectiveness of an oral presentation.

a. Evaluate general voice quality (e.g., pitch, tone, volume, inflection, control).

b. Evaluate the use of body language (e.g., posture, gestures, facial expression).

c. Identify speaker's method to gain audience appeal (e.g., use of wit, humor, pathos, appeal to loyalty, prejudice, special interest).

d. Evaluate the use of language (e.g., construction, usage, vocabulary, idiomatic expression).

e. Recognize techniques of persuasion and/or propaganda.

C. LISTEN FOR APPRECIATION

At the end of the regular eighth grade program in communications, a student should be able to:

C1. Indicate appreciation for effective rhythm and rhyme.

a. Discuss poetry and current song lyrics.

b. Discuss current musical styles.

C2. Appreciate the differences in individual speech.

a. Identify and recognize the contribution of regional and ethnic speech to the variety and enrichment of language.

b. Infer what a speaker feels by discriminating the change of tone in his voice.

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COMMUNICATIONS OBJECTIVES

SPEAKING

KINDERGARTEN AND GRADE ONE

At the end of the regular first grade program in communications, a student should be able to:

A1. Communicate actual experience(s).

- a. Talk about a shared activity.
- b. Describe a happening.
- c. Dictate an experience.

A2. Communicate a creative story.

- a. Relate a personal experience.
- b. Relate a make believe story (e.g., happy, funny, or sad).

A3. Participate verbally or nonverbally in group activities.

- a. Play the role of another person.
- b. Pantomime a character.

A4. Participate actively in class discussions.

- a. Engage in conversation.
- b. Ask or answer questions.
- c. Restate accurately the main idea expressed by someone else.

A5. Utilize techniques for effective oral communication.

- a. Speak clearly and distinctly.
- b. Vary voice volume.
- c. Indicate emotional control (e.g., control of anger, fear, criticism).

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d. Speak in thought units (i.e., use function words with accuracy).

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COMMUNICATIONS OBJECTIVES

READING

KINDERGARTEN AND GRADE ONE

A. READINESS

Readiness is conceptualized as a set of skills and attitudes which are necessary for success in reading at any level. It is not anticipated that development of the readiness skills below be confined to or mastered in a kindergarten program.

At the end of the regular first grade program in communications, a student should be able to:

A1. Concepts and Vocabulary. Demonstrate aural and oral competencies for dealing with the concepts and vocabulary introduced at kindergarten and first grade levels. (See Communications Objectives - Speaking, Listening, Grade One.)

A2. Interest and Library Appreciation. Develop an interest in books and in hearing stories that are read. (See Communications Objectives - Literature, Grade One.)

A3. Auditory Discrimination. Develop auditory discrimination skills which appear to be related to achievement in reading.

a. Recognize words beginning with the same sound after hearing a stimulus word (e.g., man/met, tall, me).

b. Recognize words ending with the same sound after hearing a stimulus word (e.g., hat/but, make, sit).

c. Recognize rhyming words after hearing them orally (e.g., go/show, me, him).

d. Orally produce words that begin with the same sound as the stimulus word (e.g., top/toy; apple/ask).

e. Orally produce words that end with the same sound as the stimulus word (e.g., he/me; in/can).

f. Orally produce words that rhyme (e.g., hat/cat; top/hop).

A4. Visual Discrimination. Develop visual discrimination skills which appear to be related to reading.

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a. Identify letters which are identical to the stimulus (e.g., A/BCAF).

b. Identify words that are identical to the stimulus (e.g., boy/girl, boy, cat).

A5. Letter Knowledge. Become familiar with letters, their names, and categories.

a. Name letters of the alphabet in order.

b. Match corresponding upper and lower case letters.

c. Orally identify upper and lower case letters in random order.

d. Classify letters of the alphabet as vowels or consonants.

B. WORD RECOGNITION

At the end of the regular first grade program in communications, a student should be able to:

B1. Context. Use syntactic and semantic clues for word identification.

a. Identify an omitted word by using sentence context to determine the missing word.

b. Use context clues to check word pronunciation reached through other word recognition techniques.

B2. Sight Vocabulary. Develop familiarity with words so that they can be identified immediately.

a. Identify own name.

b. Select a word read orally from a list and underline it.

c. Pronounce basic sight words by immediate recall.

B3. Phonic Analysis. Form associations between letters and sounds.

a. Consonants. (The following examples are applicable for single consonants, blends, or digraphs in initial, final, or medial positions.)

1. Identify the picture which begins with the consonant sound when given a written stimulus.

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2. Identify the beginning sound of a spoken word.

3. Identify a written word representing the same consonant sound as the one pronounced.

4. Pronounce an unknown word utilizing the correct consonant sound.

5. Substitute initial sounds to make a new word utilizing a known word (e.g., from the known word, "get", substitute and pronounce, "bet").

b. Vowels. (The following examples are applicable for vowel sounds in beginning, middle, or end positions.)

1. Identify the picture which has the same vowel sound as a word given orally.

2. Identify the letter that represents the vowel sound heard in a spoken word.

3. Select the correct written word upon hearing the stimulus (e.g., cut/pan, pin, pun).

4. Pronounce an unknown word utilizing correct vowel sound(s).

5. Substitute known vowel sounds to make new words and pronounce words correctly (e.g., get to got, pin to pan).

c. Word Patterns. Recognize and become familiar with patterns of letters representing common phonic generalizations.

1. Use knowledge of one word representative of a pattern to identify another word (e.g., knows like and can identify hike).

2. Systematically recognize patterns of vowel-consonant letter combinations and pronounce words (e.g., consonant-vowel, consonant-vowel-consonant, consonant-vowel-consonant-final e).

B4. Structural Analysis. Use word parts in the identification of words.

a. Identify the two words used to form a compound word.

b. Pronounce a known word when s, ed, or ing is added.

c. Pronounce a known word when er, es, or 's is added.

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d. Identify root words in a list of known words.

e. Identify words from which contractions are made.

f. Identify the number of syllables in a word upon hearing the stimulus.

B5. Application of Skills in Combinations. Achieve a balanced use of all word recognition skills -- context, sight vocabulary, phonics analysis, structural analysis -- rather than excluding or over-using some.

C. COMPREHENSION

At the end of the regular first grade program in communications, a student should be able to:

C1. Literal. Understand and recall a meaning as stated.

a. Use sentence context to determine a missing word.

b. Identify and remember important details after reading a selection.

c. Answer factual questions pertaining to a selection read.

d. Remember the story sequence after reading a selection.

e. Follow simple written directions.

f. Understand the effect of punctuation and typographical conventions on meaning (e.g., quotation marks, exclamations).

g. Recall and identify the main idea when directly stated in a selection.

C2. Interpretive. See and use relationships, interpret and draw conclusions.

a. Select the correct main idea when it is not directly stated.

b. Draw conclusions from facts given.

c. Relate reading to past experiences.

d. Understand simple cause and effect relationships.

e. Choose the inferred meaning after reading a selection.

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f. Make valid comparisons after reading a selection.

g. Recognize feelings and motives of characters after reading a selection.

h. Predict possible outcomes prior to or after reading part of a story.

C3. Critical. Utilize interpretive skills to make judgments on the basis of past experiences and other sources of information.

a. Make judgments by selecting the best solution to a problem.

b. Distinguish between fact and fantasy.

C4. Enjoyment and Appreciation. Develop the desire to read for enjoyment and information. (See Communications Objectives - Literature.)

D. STUDY SKILLS

At the end of the regular first grade program in communications, a student should be able to:

D1. Basic Book Skills. Demonstrate correct use in the selection and use of book parts.

a. Learn what a book is and how to handle it (e.g., hold a book correctly, turn pages, look at pictures).

b. Use table of contents to answer questions.

c. Select books appropriate to interest and ability.

D2. Reference Skills. Demonstrate fundamental knowledge of organization, content, and use of reference materials.

a. Arrange words in alphabetical order by first letter.

b. Demonstrate familiarity with the organization of a beginning dictionary.

D3. Versatility. Show beginning skill in utilizing different rates of reading for different purposes (e.g., reading carefully for details; locating specific information without rereading entire selection.)

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COMMUNICATIONS OBJECTIVES

READING

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GRADE TWO THROUGH GRADE FOUR

A. READINESS

Readiness is conceptualized as a set of skills and attitudes which are necessary for success in reading at any level. Readiness is the demonstration of mastery of word recognition, comprehension, and study skills introduced at earlier levels. (See Reading Objectives - Grade One.)

B. WORD RECOGNITION

At the end of the regular fourth grade program in communications, a student should be able to:

B1. Context. Use syntactic and semantic clues for word identification (e.g., use context clues to check word pronunciation reached through other word recognition techniques).

B2. Sight Vocabulary. Increase the number of words recognized by immediate recall.

B3. Phonic Analysis. Form association between letters and sounds.

a. Consonants

1. Recognize a word containing irregular or variable consonants and represent consonant sounds correctly when reading a word (e.g., knock, precious, measure).

b. Vowels

1. Pronounce words containing long, short, or r-controlled vowels.

2. Recognize a word containing irregular or variable vowels and represent the vowel sounds correctly when reading the word (e.g., aisle, flood, dough, chief, caution).

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c. Word Patterns. Master patterns of letters as representing common phonic generalizations.

1. Use knowledge of one word representative of a pattern to identify another word (e.g., knows like and can identify hike).

2. Recognize certain vowel and consonant patterns (e.g., consonant-vowel, consonant-vowel-consonant, consonant-vowel-consonant-final e, consonant-vowel-vowel-consonant).

B4. Structural Analysis. Use word parts in the identification of words.

a. Identify compound words.

b. Identify the root word when prefix and/or suffix are attached.

c. Pronounce words containing a prefix and/or suffix.

d. Identify new words formed by varying inflectional endings (e.g., fly-flies, smooth-smoothest).

e. Syllabify multi-syllable words.

B5. Dictionary Skills. Use the dictionary as an aid to the pronunciation of a word.

a. Identify the accented syllable(s) in a familiar word.

b. Use a phonetic key and a phonetically respelled word to pronounce unknown syllable(s).

c. Correctly pronounce a phonetically respelled word, accenting the proper syllable(s).

B6. Application of Skills in Combinations. Demonstrate a balanced use of word recognition skills -- context, phonic analysis, structural analysis, dictionary skills -- rather than excluding or overusing some.

C. COMPREHENSION

At the end of the regular fourth grade program in communications, a student should be able to:

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C1. Literal. Understand and recall the meaning as stated.

a. Use context clues to select the correct meaning of multi-meaning words in a selection.

b. Supply a missing homonym by utilizing context clues when directly stated (e.g., Mother bought some _____ for dinner.).
meat, meet

c. Answer factual questions pertaining to a selection read.

d. Verify answers to literal questions.

e. Recall the correct sequence of events.

f. Follow written directions.

g. Demonstrate attention to punctuation and phrasing through expressive oral reading.

h. Recall and identify the main idea.

i. Supply appropriate synonyms and/or antonyms in a given selection.

C2. Interpretive. See and use relationships, draw conclusions, and make inferences.

a. Choose the main idea when it is inferred.

b. Draw a conclusion from the information contained in a selection.

c. Identify clues that led to a conclusion.

d. Relate reading to past experiences and to other readings.

e. Recognize and identify cause and effect relationships.

f. Make inferences after reading a selection.

g. Make valid comparisons after reading a selection.

h. Recognize feelings and motives of characters after reading a selection.

i. Summarize by identifying main ideas and supporting details.

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j. Predict possible outcomes prior to or after reading part of a story.

C3. Critical. Use interpretive skills to make judgments on the basis of past experiences and other sources of information.

a. Make judgments by selecting the best solution to a problem.

b. Indicate whether given statements represent fact or opinion.

c. Pass judgments on characters' actions, plot, and setting after having read a selection.

C4. Enjoyment and Appreciation. Develop a desire to read for enjoyment and/or information. (See Communications Objectives - Literature. See Social Studies Objectives - Decision Making.)

a. Listen attentively to stories and poems read by the teacher.

b. Engage voluntarily in reading for increasingly longer periods of time.

c. Show enthusiasm for reading by talking about books read and recommend books to peers.

d. Independently seek and use printed materials to find answers to questions that are of personal interest.

D. STUDY SKILLS

At the end of the regular fourth grade program in communications, a student should be able to:

D1. Basic Book Skills. Demonstrate correct use in the selection and handling of books and the use of book parts.

a. Answer questions based on a title page.

b. Use table of contents to answer questions.

c. Use index to locate page numbers on a given topic.

d. Use glossary to obtain information.

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D2. Reference Skills. Demonstrate fundamental knowledge of organization, content, use of reference materials (e.g., dictionaries, encyclopedias, atlases, elementary thesauri, newspaper).

a. Use appropriate reference material to find relevant information.

b. Select a dictionary definition for a given contextual setting.

c. Choose words contained between two given guide words.

d. Interpret symbols on maps, charts, graphs, and other graphic presentations in order to answer questions.

e. Use card catalog in order to locate information.

f. Understand the organization of a newspaper.

D3. Versatility. Show beginning skill in utilizing different rates of reading for different purposes.

a. Read a passage utilizing the appropriate rate of reading (skim, scan, study) in order to answer questions.

b. Read widely and utilize a variety of materials.

c. Use appropriate preview techniques in reading content materials, utilizing illustrations, captions, headings, summaries, etc.

D4. Organizational Skills. Demonstrate outlining, summarizing, note taking, classifying, and synthesizing skills. (See Communications Objectives - Study Skills.)

a. Alphabetize words through the third letter.

b. Consolidate information from two or more sources.

c. Complete an outline of the main ideas given in an article.

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COMMUNICATIONS OBJECTIVES

READING

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GRADE FIVE THROUGH GRADE EIGHT

A. READINESS

Readiness is conceptualized as a set of skills and attitudes which are necessary for success in reading at any level. Readiness is the demonstration of mastery of word recognition, comprehension and study skills at earlier levels. (See Reading Objectives - Grades One and Four.)

B. WORD RECOGNITION

At the end of the regular eighth grade program in communications, a student should be able to:

B1. Vocabulary Development. Extend listening and speaking vocabularies as an aid to word recogntion.

a. Extend listening and speaking vocabularies for general reading.

b. Extend listening and speaking vocabularies for content areas such as social studies, math, and science.

(Note: By eighth grade level, it would seem that most of the words that students cannot pronounce are words not part of his listening or speaking vocabularies.)

B2. Context. Use syntactic and semantic clues for word recognition (e.g., use context clues to check word pronunciation reached through other word recognition techniques).

B3. Sight Vocabulary. Increase the number of words recognized by immediate recall.

B4. Structural Analysis. Use word parts in the identification of words.

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a. Distinguish between compound words and root words containing prefixes and suffixes.

b. Identify a root word when prefix and/or suffix is attached (e.g., telegram, spectrometer, hemisphere).

c. Syllabify multi-syllable words.

B5. Dictionary Skills. Use the dictionary as an aid to the identification of a word.

a. Use a phonetic key and a phonetically respelled word to pronounce unknown syllable(s).

b. Correctly pronounce an unknown phonetically respelled multi-syllable word, accenting the proper syllable(s).

B6. Application of Skills in Combinations. Demonstrate a balanced use of word recognition skills -- vocabulary, context, phonics, structural analysis, dictionary skills -- rather than excluding or over-using some.

C. COMPREHENSION

At the end of the regular eighth grade program in communications, a student should be able to:

C1. Literal. Understand and recall the meaning as stated.

a. Use context clues to select the correct meaning of multi-meaning words when reading a selection.

b. Supply an appropriate synonym and/or antonym for a designated word in context.

c. Support or defend answers to factual questions by supplying pertinent information from a passage read.

d. Recall the correct sequence of events.

e. Follow written directions.

f. Use punctuation as a guide to meaning when reading a passage.

g. Recall and identify a directly stated main idea.

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C2. Interpretive. See and use relationships, draw conclusions, and make inferences.

a. Choose the main idea when it is inferred.

b. Recall the inferred main idea after a delay in time.

c. Draw conclusions from information contained in a selection.

d. Identify clues supporting a conclusion.

e. Relate reading to past experiences and other readings.

f. Identify cause and effect relationships within a selection.

g. Make inferences after reading a selection.

h. Make valid comparisons after reading a selection.

i. Recognize feelings and motives of characters after reading a selection.

j. Summarize by identifying the main ideas and supporting details.

k. Predict possible outcomes prior to or after reading part of a story.

C3. Critical. Use interpretive skills to make judgments on the basis of past experiences and other sources of information.

a. Make judgments by selecting the best solution to the problem.

b. Indicate whether given statements represent fact or opinion.

c. Evaluate characters' actions, plot, and setting after having read a selection.

d. Recognize and identify biases, emotionally weighed statements and other propaganda techniques in a written selection.

e. Identify author's intent after reading a selection (e.g., to entertain, to inform, to persuade).

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f. Judge comprehensiveness of a selection read.

g. Judge the validity of a selection read.

C4. Enjoyment and Appreciation. Develop a desire to read for enjoyment, appreciation, and information. (See Communications Objectives - Literature. See Social Studies Objectives - Decision Making.)

a. Engage voluntarily in reading for increasingly longer periods of time.

b. Show enthusiasm for reading by talking about books read and recommending books to peers.

c. Independently seek and use printed materials to find answers to questions that are of personal interest.

D. STUDY SKILLS

At the end of the regular eighth grade program in communications, a student should be able to:

D1. Basic Book Skills. Demonstrate correct use in the selection and handling of books and the use of book parts.

a. Answer questions based on the title page.

b. Use table of contents to obtain information.

c. Use index to locate information.

d. Use glossary to obtain information.

e. Use appendices to obtain information.

f. Use footnotes to obtain information.

D2. Reference Skills. Demonstrate fundamental knowledge of organization, content, use of reference materials (e.g., dictionaries, encyclopedias, atlases, thesauri, Reader's Guide, newspaper, periodicals).

a. Use appropriate reference material to find relevant information.

b. Select dictionary definition appropriate for a given contextual setting.

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c. Interpret symbols on maps, charts, graphs, and other graphic presentations in order to answer questions.

d. Use card catalog in order to locate information.

D3. Versatility. Show skill in utilizing different rates of reading for different purposes.

a. Read a passage utilizing the appropriate rate of reading (skim, scan, study) in order to answer questions.

b. Read widely and utilize a variety of materials.

c. Use appropriate preview techniques in reading content materials, utilizing textbook study helps (e.g., illustrations, captions, heading, and sub-headings).

D4. Organization Skills. Demonstrate outlining, summarizing, note taking, classifying, and synthesizing skills. (See Communications Objectives - Study Skills.)

a. Consolidate information from two or more sources.

b. Outline information on a given topic.

c. Understand the basic organizational structure of expository writing (e.g., news article, essay, etc.).

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NATURAL SCIENCE OBJECTIVES

The natural science objectives for Delaware are provided for kindergarten and grade one, grades two through four, and grades five through eight. These objectives have also been utilized in the Equinox, a model for natural science education curriculum in Delaware's schools which was published by the Delaware State Department of Public Instruction in cooperation with the Del Mod System in July, 1974.

The science objectives are not presently organized into a taxonomy; however, it is projected that these objectives will eventually be organized into a format which is consistent with the other content areas and reflects the process approach to teaching science.

The coding system for science employs the N.S. prefix for natural science. The number following the prefix is the grade level and the last number in the series refers to the objective number. N.S.1.1 means grade one, objective 1 in natural science.

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NATURAL SCIENCE OBJECTIVES

KINDERGARTEN AND GRADE ONE

At the end of the regular first grade program in natural science, a student should be able to:

NS.1.1 Identify sets of objects in terms of number.

NS.1.2 Classify objects on the basis of a given property.

NS.1.3 Distinguish shades in terms of darker and lighter.

NS.1.4 Order objects by using numbers and their numerals.

NS.1.5 Identify and name circle, square, rectangle, triangle, cube, sphere, side, shape, large, big, small, wide, narrow, long, and short.

NS.1.6 Identify sounds on the basis of loud-soft, high-low, long-short.

NS.1.7 Identify/classify objects on the basis of taste: sweet, sour, salty, bitter.

NS.1.8 Identify right, left, up, down, over, under, forward, and backward.

NS.1.9 Distinguish/classify several objects using the sense of smell.

NS.1.10 Demonstrate a unit of linear measure by using a stick or other arbitrary length.

NS.1.11 Identify objects or changes by using the senses.

NS.1.12 Demonstrate the use of a simple balance.

NS.1.13 Order objects by weight by using a balance.

NS.1.14 Identify different sources of light, such as sun, stars, noting the differences between day and night.

NS.1.15 Identify objects attracted to a magnet from those not attracted to a magnet.

NS.1.16 Identify solids, liquids, and gases.

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NS.1.17 Order objects in terms of hotter than or colder than by use of senses and/or instruments.

NS.1.18 Name various ways in which we use heat.

NS.1.19 Infer which similarly shaped objects will float and which will sink after observing and manipulating them.

NS.1.20 Observe and orally describe changes in weather: temperature, cloud cover, moisture.

NS.1.21 Identify living and nonliving things.

NS.1.22 Classify animals into various categories based on criteria which the student will select, such as: means of locomotions, body coverings, resemblance to parents, type of home, means of securing food, caring for its young, and how used by man.

NS.1.23 Observe, measure, and record plant growth.

NS.1.24 Demonstrate the effect of water, light, and food on plant growth.

NS.1.25 Identify parts of a plant: roots, stem, leaves, flowers, fruit, and seed.

NS.1.26 Deleted.

NS.1.27 Identify and name time on hour and half-hour.

NS.1.28 Classify animals into two groups: egg layers and live-bearers.

NS.1.29 Identify and describe when discussing plants and animals the use of terms: parents, offspring, male, and female.

NS.1.30 Identify the differences in the seasons.

NS.1.31 Order pictures of baby animals with the pictures of adult animals.

NS.1.32 Arrange a set of pictures into a food chain.

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NATURAL SCIENCE OBJECTIVES

GRADE TWO THROUGH GRADE FOUR

At the end of the regular fourth grade program in natural science, a student should be able to:

NS.4.1 Identify, order, and describe units of time: year, month, century, decade, day, week, hours, minute, second.

NS.4.2 Order containers on the basis of volume.

NS.4.3 Describe an object using its attributes so that it can be easily identified in a collection of similar objects.

NS.4.4 Construct maps of classroom, school grounds, and other areas and be able to describe them, utilizing the concept of north, south, east, and west.

NS.4.5 Identify and name variables related to an investigation.

NS.4.6 Distinguish between hypothesis, predictions, and guesses, based on student observed data.

NS.4.7 Define an object using its physical properties.

NS.4.8 Use the metric system to describe objects in terms of mass, length, area, and volume or use the metric system to distinguish objects in terms of mass, length, and area.

NS.4.9 Describe objects in terms of area by superposition of arbitrary units.

NS.4.10 Distinguish observations from inferences.

NS.4.11 Describe and interpret raw data and comparison of events using student observation.

NS.4.12 Demonstrate and describe that light is composed of many colors.

NS.4.13 Demonstrate how sound travels in liquids and gases.

NS.4.14 Deleted.

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NS.4.15 Describe and demonstrate how speed can be increased or decreased.

NS.4.16 Name and identify various sources of energy, and give examples of how each is used by man.

NS.4.17 Identify, order, and demonstrate by function how a simple machine can increase the ability to do work.

NS.4.18 Demonstrate and describe orally the effect of friction on push-pull force.

NS.4.19 Identify, describe, and demonstrate sound, heat, solar energy, and electricity as a form of energy.

NS.4.20 Demonstrate the use of various types of thermometers.

NS.4.21 Describe and demonstrate how a substance can change from solid, liquid, or gas (in any order).

NS.4.22 Demonstrate the use of a magnetic compass to find direction.

NS.4.23 Compare the sun, moon, stars, planets, and their relation to the earth.

NS.4.24 Distinguish the various types of soil such as rocky, sandy, clay.

NS.4.25 Distinguish the effects of wind, water, plants, and animals on the soil.

NS.4.26 Describe the relationships of clouds, fog, rain, wind, and temperature.

NS.4.27 Describe and demonstrate the movement of the earth with respect to rotation, revolution, inclination.

NS.4.28 Describe the effect of gravity on objects.

NS.4.29 Describe some of the interdependencies between animals, plants, and the environment.

NS.4.30 Identify and describe animal and plant responses to changes in their environment.

NS.4.31 Describe a simple food chain and/or web.

NS.4.32 Identify foods eaten, describing the relationship to the plant or animals from which they come.

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NS.4.33 Describe and demonstrate the functions of roots, stems, leaves, and flowers of plants.

NS.4.34 Describe the effect of soil, water, and light on the parts of plants.

NS.4.35 Distinguish between vertebrate and invertebrate animals.

NS.4.36 Identify the cell as the basic structural unit of all living things.

NS.4.37 Deleted.

NS.4.38 Describe the role of photosynthesis in the life of a plant.

NS.4.39 Deleted.

NS.4.40 List six ways that seeds and pollen are distributed.

NS.4.41 Demonstrate examples of the rule that heat is transferred from warmer to cooler areas or objects.

NS.4.42 Identify local sources of pollution and illustrate how each is dangerous to our health.

NS.4.43 Identify and classify various kinds of drugs and describe their effects on simple organisms.

NS.4.44 Deleted.

NS.4.45 Identify sources of weather information.

NS.4.46 Describe the relationship of variables in an investigation.

BS.4.47 Describe and practice safety measures common to any experiment.

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NATURAL SCIENCE OBJECTIVES

GRADE FIVE THROUGH GRADE EIGHT

At the end of the regular eighth grade program in natural science, a student should be able to:

NS.8.1 Identify the variables held constant, the manipulated variable and the responding variable in an investigation.

NS.8.2 Demonstrate methods for making indirect observations of length, width, and volume.

NS.8.3 Deleted.

NS.8.4 Distinguish between statements that are hypotheses and those that are not.

NS.8.5 Interpret an hypothesis from a set of observations.

NS.8.6 Apply a rule for calculating a quantity from two or more measurements (velocity from distance and time).

NS.8.7 Identify data collected from a test conducted by an individual which support or do not support the hypothesis.

NS.8.8 Describe what a model is and how models can be helpful.

NS.8.9 Give examples of how each of the five senses can be used as instruments with which man can observe and measure.

NS.8.10 Identify the characteristics of a measurement system.

NS.8.11 Describe zero as an instrument of measurement and read a scale to the nearest appropriate unit.

NS.8.12 Demonstrate skill in development of units of measurement and standards of measurement.

NS.8.13 Demonstrate the ability to carry out an independent research activity from printed or oral directions.

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NS.8.14 Demonstrate skill in using a metre stick and metric units including the millimetre, centimetre, and metre in measurement of distance and in reporting the answer to an accuracy of $\pm$ 0.5 millimetre.

NS.8.15 Deleted.

NS.8.16 Deleted.

NS.8.17 Demonstrate the ability to properly use, handle, and care for a microscope.

NS.8.18 Mount a slide on the stage of a microscope and focus the scope using both low and high power objectives.

NS.8.19 Demonstrate the ability to properly identify relevant information and interpret a data table or graph using that information.

NS.8.20 Demonstrate the ability to record information by interpreting a graph using data containing two variables.

NS.8.21 Demonstrate a method for analysis of a system by identifying sources of the problem and describe a method to test for each problem identified, e.g., a light bulb that will not glow.

NS.8.22 State a definition of variable.

NS.8.23 State a definition of control.

NS.8.24 Determine by experiment effects of mass, size of arc, and length of string on time required for the swing of a pendulum.

NS.8.25 Identify a current article from popular periodic literature (newspaper or popular magazine) as to its probable scientific credibility.

NS.8.26 Interpret a classification key to identify a small group of common minerals.

NS.8.27 Deleted.

NS.8.28 Identify common rocks: igneous, metamorphis, sedimentary.

NS.8.29 Interpret the basic data recorded on a weather map.

NS.8.30 Describe evidence of past continental glaciation.

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NS.8.31 Classify similarities and differences in fossil specimens.

NS.8.32 Infer some of the major events in the geological history of an area from a study of its topographic features and other data.

NS.8.33 Interpret the effects of causes of changes of the water cycle in meteorologic terms.

NS.8.34 Identify ways that gravity is the moving force in natural phenomena.

NS.8.35 Make inferences concerning the present feasibility of interplanetary travel.

NS.8.36 Describe a possible explanation for the origin of the solar system.

NS.8.37 Identify misuses of land areas within the school district and suggest possible corrective steps.

NS.8.38 Identify the adaptations man must make when he leaves the earth and enters space.

NS.8.39 Describe and demonstrate the basic Laws of Motion and Gravitation.

NS.8.40 Distinguish how man is directly and indirectly dependent upon soil.

NS.8.41 Describe the need and location of state parks, national parks, forests, water areas, historical sites, camping areas, nature sanctuaries and arboretums, and why their location is important.

NS.8.42 Identify five different biomes and give five examples of major plants or animals that may live there.

NS.8.43 Identify ways in which plants and animals compete for basic needs in their environment.

NS.8.44 Describe how man uses genetic factors for the breeding of plants and animals.

NS.8.45 Discuss major ways in which plants or animals obtain food.

NS.8.46 Order plant reproductive methods on the basis of complexity.

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NS.8.47 Name endangered plant and animal species and describe ways in which natural habitats may be maintained and developed so the species may continue natural reproduction and replenishment.

NS.8.48 List several ways that man can conserve natural resources and identify places in the community where the conservation practices might be improved.

NS.8.49 Identify physical and biological factors in an environment and the response of living things to these stimuli.

NS.8.50 Describe and compare the life cycle of different vertebrates and invertebrates.

NS.8.51 Interpret a diagram or model which illustrates various cycles or processes involving living things such as water, carbon nitrogen, and oxygen.

NS.8.52 Interpret a diagram or model to show that a plant is a food factory.

NS.8.53 Deleted.

NS.8.54 Make a comparison of plant and animal cells.

NS.8.55 Describe ways by which plants reproduce.

NS.8.56 Construct a simple electric circuit and show the advantages and disadvantages of parallel and series circuitry.

NS.8.57 Distinguish between acids and bases using litmus or other indicator papers.

NS.8.58 Describe some relationships between molecules and atoms.

NS.8.59 Classify a group of objects as transparent, translucent, opaque, and reflective.

NS.8.60 Demonstrate that light travels in a straight line except when passing from one medium to another.

NS.8.61 Distinguish between heat and temperature.

NS.8.62 Distinguish between mass density and weight density.

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NS.8.63 Construct a classification system whereby items can be identified on the basis of their observable properties, when given a number of common household substances.

NS.8.64 Describe how man perceives color differences in the visual spectrum.

NS.8.65 Interpret the use of a simple machine in terms of force applied and resistance overcome.

NS.8.66 Describe the basic properties of all matter (mass and space occupancy).

NS.8.67 Define element, compound, and mixture, and state properties that distinguish them from one another.

NS.8.68 Use a periodic table and show how to find atomic mass and atomic number.

NS.8.69 Distinguish between the physical and chemical properties of a given substance.

NS.8.70 State the Laws of Conservation of Matter and Energy.

NS.8.71 Identify major organs of the human body that are involved in converting food to energy.

NS.8.72 Interpret collected data to develop operational definitions of types of motion.

NS.8.73 Define momentum in operational terms.

MS.8.74 Explain the difference between kinetic and potential energy.

NS.8.75 List various forms of energy and give an example of work done by each.

NS.8.76 Name the source of all forms of energy except nuclear energy and list those forms directly from the source and those forms which come indirectly from the source.

NS.8.77 Design an experiment illustrating how energy is transformed from one form to another.

NS.8.78 Describe and practice safety measures common to any experiment.

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NS.8.79 Demonstrate skill in using a graduated cylinder in measuring to an accuracy of ± 5 millimetres.

NS.8.80 Describe conditions necessary for eclipse of the sun and moon.

NS.8.81 Demonstrate ability to use and interpret types of maps.

NS.8.82 Demonstrate the ability to recognize and to collect specimens of rocks, minerals, and fossils.

NS.8.83 Demonstrate physical tests for minerals: hardness, luster, crystal, shape, cleavage, fracture, magnetism, and streak.

NS.8.84 Demonstrate chemical test for carbonates by the use of hydrochloric acid.

NS.8.85 Distinguish between concave-convex lenses and explain how each affects light rays.

NS.8.86 Identify plane, convex, and concave mirrors and describe what each does to light rays striking it.

NS.8.87 Identify measurement as never exact - approximate.

NS.8.88 Demonstrate method of determining the specific gravity of rock, mineral, or of an object.

NS.8.89 Distinguish between physical and chemical changes.

NS.8.90 Order and describe the structural units of living organisms (cell, tissue, organ, system, and organism).

NS.8.91 Distinguish in plants and animals how respirative, digestive, locomotive, reproductive, structural, and nervous systems function.

NS.8.92 Demonstrate basic chemical processes as found in a "kitchen" chemistry unit such as acids, bases, vinegar-soda reactions, solutions, and crystal growing.

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MATHEMATICS OBJECTIVES

Organization of the following objectives was determined with the belief that certain broad basic ideas unify mathematical content. Nine major strands -- Numbers/Numerals, Numeration, Operations and Properties, Mathematical Sentences, Geometry, Measurement, Graphing and Functions, Probability and Statistics, and Mathematical Reasoning -- have been selected as having greatest significance in mathematics for the elementary and secondary schools.

The belief that certain broad ideas are needed to unify mathematical content is supported to a large extent by curriculum writing projects in mathematics. The nine strands under which the Delaware objectives are organized are not necessarily the only strands which might be listed. These strands could be listed in many different ways and in fact are listed differently by many mathematics educators. However, these strands can be thought of as unifying threads that are woven through the mathematics program from kindergarten up through grade eight. The concept in a given strand which is developed in kindergarten is added to and implemented in the second grade, in the third grade, and so on through the eighth grade.

The ninth strand, Mathematical Reasoning, is new and includes the cognitive skills of reasoning, estimations, problem solving, and analytic thinking. This strand includes the use of mathematics in realistic situations but goes beyond the manipulation of numbers.

The mathematics taxonomy is coded as follows: Each strand has a letter designation. For instance, Numbers/Numerals is designated strand A. Furthermore, each objective under a strand has a number assigned to it; therefore, objective designations indicate both strand and objectives. The other aspect of describing an objective is to indicate its grade level. Grade levels are noted in the heading on the initial page of each grade level and on the bottom of each page. A typical description would read as follows: Objective A1, Grade Four, which is the Numeration strand objective number 1.

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MATHEMATICS OBJECTIVES

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KINDERGARTEN AND GRADE ONE

A. NUMBERS/NUMERALS

At the end of the regular first grade program in mathematics, a student should be able to:

A1. Use qualitative terms to compare sets of objects.

Example: Use correctly such terms as bigger, smaller, longer, wider, shorter, heavier, lighter, more, fewer.

A2. Identify ordinal number names with an ordered set containing up to ten elements.

Example: Identify the fourth truck in a row of five trucks.

A3. Demonstrate with objects the conservation of number.

Example: Use objects and realize that rearrangement of the objects does not change their number.

A4. Name the number of elements of the empty set as zero and vice versa.

Example: Name the number of elements in a set with zero objects.

A5. Name the whole number preceding a given number from 1 to 100.

Example: Name the number that comes immediately before: _____, 19; _____, 70.

A6. Without counting, identify the number of elements in a given set up to five objects.

Example: Given sets containing one to five elements, identify without counting the set containing four elements.

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A7. Match the elements one-to-one of two sets and state whether they are equivalent.

Example: Given two equivalent or nonequivalent sets containing from zero to ten elements in each, match the elements in one set with the elements in the other set by one-to-one correspondence. For nonequivalent sets, state which set has more or fewer elements.

A8. Recognize simple fractional parts of a unit such as halves and fourths.

Example: Given pictures of plane regions with one-half, one-third, and one-fourth colored, identify the colored region.

A9. Name the whole number following a given number from 0 to 98.

Example: Name the next whole number in the following: 58, 59, _____; 75, 76, _____.

A10. Name the cardinal number of any illustrated set of up to 100 elements and vice versa.

Example: Given two sets of objects, combine the two sets and name the cardinal number of this new set.

A11. Name the whole number between two given numbers from 0 to 100.

Example: Name the whole number between the following: 48, _____, 50; 25, _____, 27.

A12. Arrange in order a set of five whole numbers less than 100 from the smallest to the largest.

Example: Order a set of numbers (21, 12, 5, 81, 19) from the smallest to the largest.

A13. Count by five's and ten's up to 100.

Example: Start with 15 and count by five's up to 40.

B. NUMERATION

At the end of the regular first grade program in mathematics, a student should be able to:

B1. Write numerals for sets of 10 up to 99.

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Example: Write the numeral for the number of the following set: . . . .
. . . .
. . . . _____

B2. Read numerals for sets of 10 up to 99.

Example: Read the following numerals: 13, 25, 78.

B3. Identify place value in whole numbers including one's and ten's (up to 99).

Example: Given a set of objects, arrange the objects in sets of ten's and one's and complete a record of the total number of objects in the set using the form: " _____ ten's and _____ one's".

B4. Identify mathematical symbols and interpret their use for addition and subtraction with whole numbers.

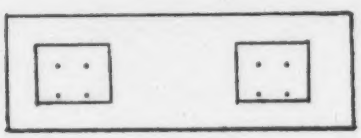
Example: Which one tells you to subtract: + or -?

C. OPERATIONS AND PROPERTIES

At the end of the regular first grade program in mathematics, a student should be able to:

C1. Subtract by removing a subset to construct a model of subtracting numbers.

Example:

From 

"Take Away"

and show the set which remains.

C2. Use the addition facts and corresponding subtraction facts with whole numbers.

Example: Use addition facts through the sum of ten and the corresponding subtraction facts.

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C3. Illustrate, with drawing or aids, the relationship between joining (union) of two disjoint sets and addition of whole numbers.

Example: Given a paper marked to show partitioning and objects placed on the paper, write an addition equation using + and = (sums to 100).

C4. Use commutative property in addition as mental or written computation is developed.

Example: Given a set of objects (or picture of a set) separated into two subsets, write or complete two addition sentences that illustrate the commutative property of addition (sums to 10).

C5. Add two digit whole numbers involving no regrouping.

Example: Find the sum:
$$\begin{array}{r} 23 \\ +\ 34 \\ \hline \end{array}$$

C6. Subtract two digit whole numbers involving no regrouping.

Example: Subtract:
$$\begin{array}{r} 46 \\ -\ 21 \\ \hline \end{array}$$

D. MATHEMATICAL SENTENCES

At the end of the regular first grade program in mathematics, a student should be able to:

D1. Write a number phrase or a number sentence.

Example: Illustrate word problems by a drawing, then translate into an open sentence.

D2. Solve an open sentence with one place holder using whole numbers.

Example: Find solutions for open sentences: $3 + \square = 8$; $7 - \square = 4$.

D3. Identify mathematical symbols and interpret their use with whole numbers.

Example: Use the symbols $>$, $<$, and $=$ to make the following sentences true: $3 \square 5$; $4 \square 5 + 1$; $3 \square 2 + 1$.

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E. GEOMETRY

At the end of the regular first grade program in mathematics, a student should be able to:

E1. Identify given basic geometric shapes.

Example: Given drawings of a circle, a square, a rectangle, and a triangle, correctly identify figures when asked to name them.

E2. Describe distinguishing features of basic geometric shapes and solids.

Example: Use the terms inside, outside, and on as related to the figure. Use appropriate terms such as round, face, edge, corner.

E3. Identify given basic geometric solids.

Example: Identify cubes, cones, and spheres.

F. MEASUREMENT

At the end of the regular first grade program in mathematics, a student should be able to:

F1. State the time shown by clock faces when given clocks which show time to the hours.

F2. Demonstrate simple measurements with nonstandard and standard units of measure.

Example: Given a set of similar objects such as pegs and toothpicks and a larger object whose length is to be measured, by using the small objects as units, place them end to end along the large object and count them. Indicate the relationship by using a statement such as: "It takes _____ of these (units) to make one of these (large objects)."

F3. Identify (basic) units of measure with money.

Example: Given actual coins or pictures of coins, name and state the value of a penny, a nickel, a dime, and a quarter.

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G. GRAPHING AND FUNCTIONS

Not applicable to first grade.

H. PROBABILITY AND STATISTICS

At the end of the regular first grade program in mathematics, a student should be able to:

H1. Construct and interpret informal elementary graphs (pictorial, block, column).

Example: Measure heights of children with string, then place these strings on a sheet of newsprint on the wall.

I. MATHEMATICAL REASONING

At the end of the regular first grade program in mathematics, a student should be able to:

I1. Identify patterns with sets of objects or numbers.

Example: The child can identify the next object in a sequence of objects such as two red, two blue, two reds, _____.

I2. Rearrange sets of objects to represent the action or condition of a problem situation.

I3. Interpret picture problems for quantitative situations.

I4. Identify mathematical sentences and expressions for problem situations where the action of the problem suggests addition or subtraction.

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MATHEMATICS OBJECTIVES

GRADE TWO THROUGH GRADE FOUR

A. NUMBERS/NUMERALS

At the end of the regular fourth grade program in mathematics, a student should be able to:

A1. Identify a fraction which expresses part of a standard geometric shape to tenths.

Example: Match the shaded part of the diagram with a fraction: 1/4; 1/2; 2/3.

A2. Identify the common and/or different attributes of a given set.

Example: Using geometric figures, identify common attributes such as shape, size, and color.

A3. Identify even and odd whole numbers.

Example: Is the sum of 17 + 27 (two odd numbers) even or odd?

A4. Arrange a set in order of at least three unit fractions.

Example: Put a set of numbers (1/2; 1/3; 1/4) in order from least to greatest.

A5. Name a set of fractions equivalent to a given fraction with a denominator less than eleven.

Example: One book for two children, or two books for four children, or three books for six children is represented by: 1/2; 2/4; _____; _____.

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B. NUMERATION

At the end of the regular fourth grade program in mathematics, a student should be able to:

B1. Interpret the place value for whole numbers of up to five digits.

Example: In this numeral give the number the underlined digit represents: 28,<u>4</u>36.

B2. Read whole numbers up to one million in either numerical or verbal form.

Example: Read the following numerals: 105,336; 92,645.

B3. Write numerals for whole numbers up to one million in either numerical or verbal form.

Example: Write the numerals for: twenty eight thousand; four hundred twenty seven.

B4. Write the corresponding Hindu-Arabic numerals with given Roman numerals and vice versa, limited to numbers up to 50.

Example: Express the following as Roman numerals: 14 _____; 35 _____.

C. OPERATIONS AND PROPERTIES

At the end of the regular fourth grade program in mathematics, a student should be able to:

C1. Compute sums and differences of given whole numbers up to five digits with and without regrouping.

Example: 25,665 + 39,672 = _____.

C2. Multiply whole numbers up to a three digit factor by a two digit factor.

Example:
$$\begin{array}{r} 234 \\ \times\ 18 \end{array}$$

C3. Divide whole numbers with a one digit divisor and a four digit dividend.

Example: $4\overline{)312}$

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C4. Identify one collection of coins as $<$, $>$, or $=$ value of another collection of coins (limit \$2).

Example: Determine which is greater: two quarters, three nickels, and four pennies; or six dimes, two nickels, and two pennies.

C5. Recognize and use the associative property of addition and multiplication with whole numbers.

Example:
$$\begin{array}{rcrcrcl} 548 & = & 500 & + & 40 & + & 8 \\ \underline{374} & = & \underline{300} & + & \underline{70} & + & \underline{4} \\ & & 800 & + & 110 & + & 12 \quad = \\ & & 900 & + & 20 & + & 2 \quad = \quad 922 \end{array}$$

C6. Recognize and use the commutative property of addition and multiplication with whole numbers.

Example: $4 \times 5 = 5 \times 4$.

C7. Find products using the distributive property (multiplication over addition) with factors zero to five and multiples of ten.

Example:
$$\begin{array}{rcl} 4 \times 13 & = & (4 \times 10) \\ & & + \\ & & (4 \times 3) \\ & = & 40 + 12 \\ & = & 52 \end{array}$$

C8. Identify common factors of two counting numbers which are less than 50.

Example: The common factors of 10 and 12 are 1 and 2. The common factors of 6 and 30 are 1, 2, 3, and 6.

C9. Add and subtract a pair of like fractions.

Example: Find the sum of 2/5 and 1/5.

C10. State and write multiplication and division facts up to ten with whole numbers.

Example: Write the multiplication sentences using 2, 5, and 10. Write the associated division sentences for each multiplication sentence.

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D. MATHEMATICAL SENTENCES

At the end of the regular fourth grade program in mathematics, a student should be able to:

D1. Solve simple open sentences using whole numbers.

Example: Find solutions for: $\square + 7 = 28$; $13 - \square = 7$.

D2. Construct and solve open sentences to use in solving given story problems.

Example: Mary had four seashells. She found some more on the beach. When she counted all of them, she had seven. How many did she find?

D3. Identify the correct relations symbol ($>$, $<$, $=$) for pairs of whole numbers and commonly used fractions.

Example: $60 \times 6 < 372$; $2/3 > 1/3$.

E. GEOMETRY

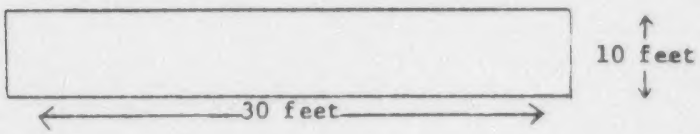
At the end of the regular fourth grade program in mathematics, a student should be able to:

E1. Identify and name basic geometric figures such as point, line, line segment, ray, angles, congruent figures, etc.

Example: Given a geoboard with a simple quadrilateral formed on it, construct a congruent figure on another geoboard and/or copy the figure on dot paper.

E2. Determine the perimeter of polygons using whole numbers.

Example: If you had a garden like the one shown, how much edging would you have to buy for it?



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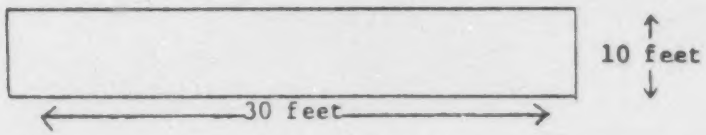
E3. Determine the area of rectangles using whole numbers.

Example: How many square feet are in the garden?



E4. Identify from models the examples that are rectangular solids, cubes, cones, spheres, pyramids, and cylinders.

Example: Given a set of three dimensional models, pick up all the cylinders.

E5. Identify lines of symmetry in geometrical figures.

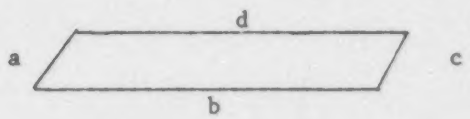
Example: Given a simple illustration of a symmetric figure, indicate the line of symmetry by cutting, folding, or using a mirror.

E6. Identify types of triangles and quadrilaterals from models or illustrations.

Example: Given sets of triangles, identify all the right triangles.

E7. Identify parallel and intersecting lines in a plane.

Example: The sides of the trapezoid are marked a, b, c, and d. Which pair of sides are parallel?



E8. Approximate the area of simple irregular shapes.

Example: Given an irregular shape on graph paper, determine the area of the shape by counting the squares.

F. MEASUREMENT

At the end of the regular fourth grade program in mathematics, a student should be able to:

F1. Using standard measures, metric and customary, measure length, mass (weight), and capacity (volume) with concrete material.

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Example: Given a set of objects, measure the length of each object in centimetres.

F2. Convert a simple measure in one unit to a measure in another unit within the same system.

Example: The month of May has 31 days. Write this using weeks and days.

F3. Identify the change in coins which would be received in making purchases with values up to $1.

Example: Given coins for a specific purchase (or pictures of these), by using "shopkeepers addition" determine the amount of change (values to $1).

F4. Add and subtract measurements which do not involve converting from one unit to another.

Example: If one board is two feet three inches long, and another is three feet one inch long, how long are the two boards together?

F5. Name equivalent units of measure length, mass (weight), capacity (volume), time, temperature, and money topics.

Example: 12 feet = ____ yards; 2000 metres = _____ kilometres.

F6. Tell time to the nearest minute.

Example: Given a clock face with the minutes marked, determine the given time illustrated on the face of the clock.

G. GRAPHING AND FUNCTIONS

At the end of the regular fourth grade program in mathematics, a student should be able to:

G1. Relate positive and negative numbers to realistic situations.

Example: Show how pairs of numbers relate to temperature changes and differences between positions or scores.

G2. Plot the point represented by an ordered pair of whole numbers.

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Example: Given coordinates of a point and an appropriate grid, graph the point.

G3. Identify points in a plane by ordered pairs of whole numbers (coordinates).

Example: Mark the letters of the points with the coordinates with a given grid: (1,4); (3,3); (4,0).

H. PROBABILITY AND STATISTICS

At the end of the regular fourth grade program in mathematics, a student should be able to:

H1. Construct and interpret bar and line graphs.

Example: Given an appropriate investigation (number of faces of various solids, number of units needed to fill various containers, etc.) and squared paper with rows and columns labeled, record results by coloring the correct number of blocks in each column. Make a minimum of three factual statements derived from study of the completed graphs (maximum of ten categories).

H2. Determine the average of nine or fewer whole numbers for which the mean is a whole number.

Example: Estimate the average weight of children after observing each child being weighed in a group.

I. MATHEMATICAL REASONING

At the end of the regular fourth grade program in mathematics, a student should be able to:

I1. Estimate solutions in problem solving situations.

I2. Read, interpret, and find solutions for word/picture problems.

I3. Round off whole numbers to nearest ten's, hundred's, or thousand's.

I4. Find an answer by simplifying an expression or solving a mathematical sentence to determine the order of numbers.

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MATHEMATICS OBJECTIVES

GRADE FIVE THROUGH GRADE EIGHT

A. NUMBERS/NUMERALS

At the end of the regular eighth grade program in mathematics, a student should be able to:

A1. Arrange in order a given set of rational numbers.

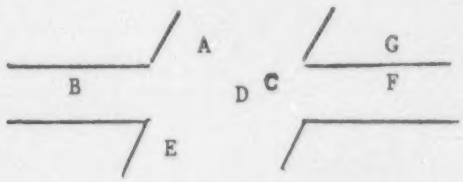
Example: Put a set of numbers in order from least to greatest: 2/5; .075; 1/6; 3/8; .62.

A2. Name the L.C.M. for any pair of counting numbers.

Example: The L.C.M. of 15 and 25 is 75.

A3. Construct or interpret intersections, unions, and complements of given sets.

Example: The diagram below shows two city streets. Which letters are in the intersection of the two streets?



A4. Identify whether a number is divisible by 2, 3, 5, 6, 9.

Example: Tests of divisibility for the numbers 2, 3, 5, 6, 9.

A5. Factor a composite whole number into primes.

Example: The prime factorization of 36 is: $36 = 2 \times 2 \times 3 \times 3$.

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B. NUMERATION

At the end of the regular eighth grade program in mathematics, a student should be able to:

B1. Express the place value of any digit in a rational number.

Example: In the numeral 246,135, the digit in the hundreds place is 2, in the tens place is 4, etc.

B2. Express a positive rational number in its equivalent forms such as decimal, whole, or mixed numeral, percent, or fraction.

Example: 3/5; .6; 60%
2.35; $\frac{235}{100}$ 235%;

B3. Write decimal numbers as fractions and vice versa.

Example: .80 = 4/5; 1/8 = .125.

B4. Write a nonrepeating decimal.

Example: 1.010010001. . .

B5. Write fractions as either terminating or repeating decimals.

Example: 1/8 = .125; 2/11 = .18. . .

B6. Express a numerical polynomial in powers of ten as a whole number.

Example: $4\ (10^2) + 5\ (10) + 6 = 456.$

C. OPERATIONS AND PROPERTIES

At the end of the regular eighth grade program in mathematics, a student should be able to:

C1. Solve addition, subtraction, multiplication, and division problems using whole numbers.

Example:
25,665 + 39,672 =
325 X 256 =
3,246 - 1,738 =
2,170 ÷ 62 =

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C2. Compute the sum, product, difference, and quotient of a pair of integers.

Example: $8 + (-5) = 3$; $(-7) + 3 = -4$; $(-7) + (-7) = 49$.

C3. Compute the sum, product, difference, and quotient of any two non-negative rational numbers.

Example: $1/2 + 1/3 = 5/6$.

C4. Identify the commutative and associative properties of addition and multiplication using whole numbers.

Example: State the principle illustrated in each of the following: $23 + 457 = 457 + 23$; $43 \times 4 \times 22 = (43 \times 4) \times 22$.

C5. Apply the distributive law to find a product using whole numbers.

Example:
$$\begin{aligned} 14 \times 26 &= (14 \times 20) \\ &\quad + \\ &\quad (14 \times 6) \\ &= 280 + 84 \\ &= 364. \end{aligned}$$

C6. Compute positive integral powers of non-negative rational numbers.

Example: Compute: $(1/2)^2 = 1/4$; $(4)^3 = 64$.

C7. Approximate square roots of positive integers.

Example: $\sqrt{3}$ is approximately 1.7.

C8. Find additive and multiplicative inverses for any integer.

Example: Complete the sentences so that they illustrate the inverse properties of addition and multiplication.

$4 + _____ = 0$

$0 = _____ + 7$

$8 \times _____ = 1$

$1 = _____ \times -1/2$

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D. MATHEMATICAL SENTENCES

At the end of the regular eighth grade program in mathematics, a student should be able to:

D1. Solve simple linear equations.

Example: Solve: $n + 3 = 8$; $2n + 5 = 13$.

D2. Identify the correct symbol $=$, $<$, $>$, to form true sentences.

Example: $4 + 5 ____ 6 + 3$;
$16 - 12 ____ 3 \times 1$.

D3. Solve percentage problems.

Example: 45% of 6 = n; 15% of n = 90; n% of 4500 = 135.

D4. Solve problems using proportions.

Example: For the Congress to pass a bill over the President's veto, at least two of every three members present in both houses must vote for the bill. Suppose that in the Senate 93 senators are present for such a vote. How many of those present must vote in favor of the bill?

D5. Distinguish between mathematical sentences which are true and which are false.

Example: $3 + 4 = 8$ is false; $35 \times 24 = 30 \times 20$ is false; $13 - 7 \neq 5$ is true.

D6. Determine which is greater when given a whole number and an irrational number.

Example: Which is greater: 2 or $\sqrt{3}$?

E. GEOMETRY

At the end of the regular eighth grade program in mathematics, a student should be able to:

E1. Identify the distinguishing properties of segments, rays, lines, angles, polygons, and circles.

Example: An angle is the figure formed by two rays with a common end point. An obtuse angle is one whose degree measure is greater than 90.

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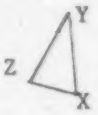
E2. Identify congruent segments, angles, and polygons.

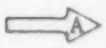
Example: Assume that $\angle ABC \cong \triangle XYZ$.

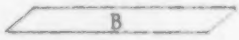


Name the angle of $\triangle XYZ$ that is congruent to $\angle A$ and $\angle B$.

E3. Identify lines of symmetry with respect to geometric figures.

Example: Which figures have a line of symmetry?





E4. Determine surface area and volume of prisms and cyliners.

Example: The volume of a cylinder is given as $V = B \times h$ where B represents the area of the base and h represents the height. Find the volume of a cylinder.

E5. Identify and name the parts of spheres, prisms, cylinders, pyramids, and cones.

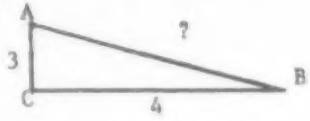
Example: The bases of a cylinder are _____.

E6. Construct the bisector of a segment, bisector of an angle, using a compass and straightedge.

Example: Using a compass and straightedge, construct the bisector of a given segment.

E7. Apply the Pythagorean theorem in problem solving.

Example: What is the length of AB?



E8. Determine area and perimeter of rectangles and triangles without formulas being given.

Example: What is the area of a triangle whose altitude is 8 and the base is 14 feet?

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E9. Determine area and perimeter for a particular geometric figure when given the formula.

Example: If the perimeter of a rectangle is 2L + 2W = P, find the perimeter of a rectangle whose length is 7 inches and width is 12 inches.

E10. Identify and name the parts of a circle.

Example: Using a compass and straightedge, construct and label the radius, a chord, and the diameter.

E11. Use a protractor to construct or measure the sizes of various angles to the nearest degree.

Example: Construct an angle whose measure is 35 degrees, using a protractor.

E12. Identify corresponding parts of similar plane figures.

E13. Recall that the measures of corresponding sides of similar polygons are proportional.

F. MEASUREMENT

At the end of the regular eighth grade program in mathematics, a student should be able to:

F1. Use the metric and customary units of measure.

Example: About how many kilometres measure the distance from Wilmington to Dover?

F2. Demonstrate that no measurement is exact (interpret errors of measures and apply the concepts).

Example: Given a ruler marked in eighths, the greatest possible error is _____ inch.

F3. Select and apply appropriate techniques when given a need for measurement.

a. Choose an appropriate instrument.
b. Choose the most appropriate unit of measure.
c. Measure and record to the closest unit.

Example: Find the length of a hallway in your school.

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F4. Compute the sum, product, difference, and a quotient with measures.

Example: What time would it be six hours after 9:15 a.m.?

G. GRAPHING AND FUNCTIONS

At the end of the regular eighth grade program in mathematics, a student should be able to:

G1. Locate the point associated with an ordered pair of integers on the coordinated plane or vice versa.

Example: Graph ordered pairs of integers on a coordinated plane.

H. PROBABILITY AND STATISTICS

At the end of the regular eighth grade program in mathematics, a student should be able to:

H1. Construct and interpret bar, line, and circle graphs.

Example: Construct a graph which represents a given set of numerical data.

H2. Describe the chance of events occurring by computing simple combinations in elementary probability problems.

Example: In a toss of a pair of dice, what is the probability the sum of the numbers is eight?

H3. Determine a mean (average) and median for a given set of numerical data.

Example: A = (10, 13, 11, 19, 20). The mean of A = 14.6. The median of A = 13.

I. MATHEMATICAL REASONING

At the end of the regular eighth grade program in mathematics, a student should be able to:

I1. Find an answer by simplfying an expression or solving a mathematical sentence.

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I2. Round off rational numbers from thousandths to millions.

I3. Read, interpret, and solve picture/word problems.

I4. Estimate solutions in problem solving situations.

STATE OF DELAWARE

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SOCIAL STUDIES OBJECTIVES

The objectives for social studies were generated in two parts:

PART A: Objectives concerned with the broad area of "citizenship" and related to Theme III of the Social Studies Exemplar*.

PART B: Objectives related to social studies inquiry skills and basic understandings; also outlined in the Exemplar (Themes I through V).

Both sets of objectives provided the basis for constructing the thirty-item survey tests administered to students in grades four and eight as part of the Delaware Educational Assessment Program. Themes and generalizations from the Exemplar were first reviewed by social studies teachers and rated in terms of importance to local district programs. Next, objectives were developed to further define those themes and generalizations that were rated as most important by local district staff.

The Social Studies Task Force members anticipate that these objectives will further define the content of the Exemplar and will provide useful guidelines for reviewing local social studies objectives, classroom activities, and materials.

*"Themes, Levels, and Generalizations" refer to EXEMPLAR: A Model for Social Studies Curriculum Development in Delaware (K-12), (Dover, Delaware: Department of Public Instruction, 1971).

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SOCIAL STUDIES OBJECTIVES--PART A

GRADE TWO THROUGH GRADE FOUR

A. DECISION-MAKING SKILLS

At the end of the regular fourth grade program in social studies, a student should be able to:

A1. Identify problems or issues appropriate for investigation.

A2. Prepare a plan to guide investigation of a problem or issue.

A3. Identify and locate sources of information and evaluate the reliability and relevance of these sources.

Examples:

a. Identify and locate sources of information (e.g., authorities or resource people, books on subject, reference works, maps, magazines, newspapers, radio, television, interviews, surveys, experiments, personal experiences).

b. Distinguish between relevant and irrelevant sources.

c. Distinguish between reliable and unreliable sources.

A4. Demonstrate ability to use reliable sources of information.

Examples:

a. Use more than one source to obtain information.

b. Raise appropriate questions with resource people.

c. Record observations and information obtained from sources.

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A5. Organize, analyze, interpret, and synthesize information obtained from various sources.

Examples:

a. Identify central elements in information.

b. Classify information.

c. Distinguish facts from opinions.

d. Recognize logical errors.

e. Differentiate between points of view.

f. Recognize inadequacies or omissions in information.

g. Make inferences.

h. Identify stated and unstated assumptions.

i. Detect biases.

j. Identify cause and effect relationships.

k. Recognize interrelationships among concepts.

l. Summarize information.

A6. Use summarized information to draw conclusions, offer solutions to problems, clarify issues, or make predictions.

A7. Validate outcomes of investigation.

Examples:

a. Test solutions to problem or issue when possible.

b. Modify solutions in light of new factors or considerations.

c. Analyze trends and modify predictions when necessary.

A8. Appraise judgments and values that are involved in the choice of a course of action.

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Examples:

a. Identify and weigh conflicting values which serve as contradicting criteria for judging courses of action.

b. Develop a set of criteria for judging proposed courses of action in terms of actual and projected consequences.

c. Apply the established criteria to actual and projected consequences of a proposed course of action.

d. Select and defend a position or course of action consistent with the established criteria.

B. RIGHTS OF THE INDIVIDUAL

At the end of the regular fourth grade program in social studies, a student should be able to:

B1. Appraise personal and social characteristics of an individual as a basis for developing successful relationships.

Examples:

a. Recognize and accept differences in religion, national origin, race, social status, sex, physical or mental abilities, interests, or speech patterns, accents, or idioms.

b. Recognize individual differences and respond to each individual on the basis of one's merits and actions.

c. Recognize that one should not ridicule others who are different or who disagree with one's views.

d. Recognize that one should not tease and intimidate others.

e. Identify examples of mistreatment and list reasons why these actions are unfair.

B2. Consider the consequences to others of one's actions.

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Examples:

a. Consider the consequences of not guarding the safety and health of others.

b. Consider the consequences of not controlling one's emotions in the face of criticism, teasing, arguments, and failures.

c. Consider the consequences of not getting approval before committing others to one's plans.

d. Consider the consequences of one's action after listing actions that might impinge on the rights of others.

e. Refrain from embarrassing others, disrupting class, or disturbing other students who are studying.

f. Respect the property of others.

B3. Help other individuals voluntarily with due consideration for one's safety.

Examples:

a. Help persons who are lost or in trouble.

b. Instruct classmates who have been absent from school and help new students adjust to school.

c. Aid others in constructive achievements.

d. Seek ways to improve the welfare of groups of people who are less fortunate.

e. Make a judgment as to what one might do, given a situation where an individual needs assistance.

f. Guard the safety and health of others.

B4. Recognize the desirability of constitutional rights and freedoms.

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Examples:

Recognize the desirability of:

a. Others' rights to choose their own work, friends, and activities, to own private property, and to choose their religion freely.

b. Freedom of speech and the press.

c. Encouraging others to speak their opinions at meetings.

d. Being able to criticize the government publicly, short of slander and libel.

e. Respecting the privacy and personal property of others.

f. Understanding the importance of the Bill of Rights in preventing injustice and tyranny over the individual.

g. Understanding that rights are not absolute and are often in conflict with one another or with the general welfare.

h. The rights and liberties of others.

i. The privilege of citizenship which has rights and responsibilities.

j. Identifying the basic concepts underlying the United States Constitution and Bill of Rights and be able to illustrate their application in today's world.

C. JUSTICE AND ORDER

At the end of the regular fourth grade program in social studies, a student should be able to:

C1. Demonstrate the need for justice and order in our society.

Examples:

a. Recognize that laws are devised to maintain justice and order.

b. Recognize situations in which there is a need for justice.

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c. Suggest ways of increasing the orderliness of a particular situation.

d. Recognize that people need rules in the home and community.

e. Recognize that people benefit when everyone obeys the laws.

f. Recognize that laws sometimes compel one to do things against one's will (e.g., pay taxes, serve in the military).

g. Recognize that all people are subject to authority.

C2. Identify appropriate behaviors of other individuals and themselves.

Examples:

a. Consider how disruptive behavior may affect others.

b. Obey laws.

c. Refuse to participate in vandalism.

d. Identify the dangers inherent in individual and group violence.

e. Recognize that a functioning society requires basic rules of moral conduct.

f. Refuse to participate in unethical activities.

g. Report accidents and illegal or irresponsible acts to authorities or parents.

C3. Demonstrate a knowledge of laws and regulations.

Examples:

a. Know the law assumes a person innocent unless proven guilty and that the United States Constitution and Bill of Rights protect basic rights for all Americans.

b. Know that laws and regulations should not be violated even when sure no reprisal will result.

c. Know school regulations.

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d. Know traffic safety laws.

e. Recognize that those who break rules may be punished.

f. Recognize that one who violates the law is subject to punishment.

C4. Demonstrate a commitment to lawful actions.

Examples:

a. Obey rules.

b. Inform others about rules.

c. Refrain from stealing or disturbing other's possessions.

d. Refrain from littering public or private property.

e. Refrain from defacing or damaging school equipment or books.

f. Return borrowed articles.

C5. Oppose unjust rules, laws, and authority.

Examples:

a. Recognize that some rules and laws are unjust.

b. Recognize that behavior may be legal but not ethical.

D. ECONOMIC AND POLITICAL SYSTEMS

At the end of the regular fourth grade program in social studies, a student should be able to:

D1. Recognize that most governments provide law and order, protect rights and liberties of individuals, and provide protection from outside sources.

Examples:

a. Recognize that in the United States, the Constitution provides the basic framework of our political system.

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b. Recognize that the United States Constitution and the Bill of Rights guarantee rights for the individual.

c. Recognize that individual liberties guaranteed by the Constitution reflect the ideas and experience of past generations.

d. Recognize that the Constitution may be interpreted in different ways.

e. Recognize the concept of freedom.

f. Recognize that different groups have written sets of rules to guide their actions.

D2. Recognize the structure and major functions of the United States government.

Examples:

a. Recognize that the government makes treaties with other nations.

b. Recognize that the three branches of our government have different functions.

c. Recognize the importance of more than one political party in our government.

d. Recognize that our government is controlled and maintained at the local, state, and national levels.

e. Recognize that elected representatives are responsible for making laws.

D3. Recognize that effective representative government depends upon the intelligent participation of its citizens.

Examples:

a. Recognize that each citizen's vote is important in selecting government leaders.

b. Recognize that various sides of issues should be examined before reaching a decision.

c. Apply democratic procedures when working in a group.

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d. Recognize that laws must be followed when seeking change.

D4. Recognize that all services of democratic government must be paid for largely through taxes.

Examples:

a. Recognize where the tax dollar comes from and how it is spent.

b. Recognize that individuals must be taxed so that the government can provide goods and services.

c. Identify various kinds of taxes (e.g., income, sales, etc.).

d. Identify some of the goods and services that taxes provide (e.g., education, police and fire protection).

e. Recognize that parents and all citizens help support government services through paying taxes.

D5. Recognize that governments are essential in all forms of society.

Examples:

a. Distinguish between democratic and totalitarian forms of government.

b. Distinguish between direct and representative forms of democracy.

c. Recognize arguments for and against various forms of government.

d. Recognize that governments sometime force decisions on people.

e. Recognize that governments differ in the amount and kind of regulation imposed.

f. Recognize that choosing government leaders varies in different societies.

g. Recognize that laws are the outgrowth of the values and customs of the society.

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h. Recognize that societies establish a form of government to preserve law and order.

i. Recognize that governments must adjust to changes in society.

D6. Recognize that one of man's greatest challenges is preserving world peace.

Examples:

a. Understand some of the problems of war in a nuclear age.

b. Recognize that there are organizations that work for world peace.

c. Recognize that the struggle for power among people may lead to conflict.

d. Understand that respect for the rights of others applies to societies as well as to one's peers.

D7. Recognize that governments are human undertakings and as such are subject to the successes and failures of all human activities.

D8. Recognize some of the major characteristics of the economic system.

Examples:

a. Recognize that economics is the study of the way people go about producing, exchanging, and using material goods and services.

b. Recognize the need for interdependence among other nations.

c. Recognize that some people are producers of goods while others are producers of services.

D9. Recognize some of the major economic concepts in a capitalistic society.

Examples:

a. Recognize that the consumer's choice is influenced by the volume of goods produced, by income, by its usefulness to the consumer.

b. Recognize that the producer seeks to make profits.

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c. Recognize that since people cannot have everything they want, they must make decisions and that these choices decide what is produced.

d. Recognize that labor, natural resources, and capital are necessary for production.

e. Recognize that a money system makes it more convenient to buy goods and services.

f. Recognize that individuals within the society perform different kinds of work according to their ability and choice.

D10. Recognize the meaning of key terminology dealing with economic and political systems.

E. PERSONAL RESPONSIBILITIES TO SOCIETY

At the end of the regular fourth grade program in social studies, a student should be able to:

E1. Recognize and respect the reasonable authority of one's parents or guardians.

Examples:

a. Demonstrate one's ability to help with home duties and problems (e.g., inform parents or guardians of one's plans and ask permission if it is expected).

b. Appeal disagreements openly rather than covertly disobeying.

c. Keep one's things in order and help with chores.

d. Discuss social matters with one's family and respect the views of all family members (e.g., seek opinions and advice of parents and other family members on personal and school matters).

E2. Seek community improvement through active, democratic participation.

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Examples:

a. Recognize that each person's civic behavior is important (e.g., willingness to do one's share in helping the group or community, analyzing a situation before "following the crowd").

b. Recognize important civic problems and discuss possible solutions.

c. Apply democratic procedures on a practical level when working in a group (e.g., help with classroom activities, seek compromises, encourage hearing of different views, abide by democratically determined decisions).

E3. Recognize one's responsibility for one's development.

Examples:

a. Further one's self-improvement and education (e.g., by exploring different fields to better learn one's talents and interests, by seeking to learn as much as one can rather than getting by with the least effort, and by planning ahead for major life changes).

b. Recognize the importance of punctuality, keeping promises, perserverance, self-discipline, dependability, and initiative.

E4. Display fairness and good sportsmanship toward others.

E5. Recognize the value of fostering the general welfare and protecting the environment.

STATE OF DELAWARE

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SOCIAL STUDIES OBJECTIVES--PART A

GRADE FIVE THROUGH GRADE EIGHT

A. DECISION-MAKING SKILLS

At the end of the regular eighth grade program in social studies, a student should be able to:

A1. Identify problems or issues appropriate for investigation.

A2. Prepare a plan to guide investigation of a problem or issue.

A3. Identify and locate sources of information and evaluate the reliability and relevance of these sources.

Examples:

a. Identify and locate sources of information (e.g., authorities or resource people, books on subject, reference works, maps, magazines, newspapers, radios, television, interviews, surveys, experiments, personal experiences).

b. Distinguish between relevant and irrelevant sources.

c. Distinguish between reliable and unreliable sources.

A4. Demonstrate ability to use reliable sources of information.

Examples:

a. Use more than one source to obtain information.

b. Raise appropriate questions with resource people.

c. Record observations and information obtained from sources.

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A5. Organize, analyze, interpret, and synthesize information obtained from various sources.

Examples:

a. Identify central elements in information.

b. Classify information.

c. Distinguish facts from opinions.

d. Recognize errors in logic.

e. Differentiate between points of view.

f. Recognize inadequacies or omissions in information.

g. Draw inferences.

h. Identify stated and unstated assumptions.

i. Detect biases.

j. Identify cause and effect relationships.

k. Recognize interrelationships among concepts.

l. Summarize information.

A6. Use summarized information to draw conclusions, offer solutions to problems, clarify issues, or made predictions.

A7. Validate outcomes of investigation.

Examples:

a. Test solutions to problem or issue when possible.

b. Modify solutions in light of new factors or considerations.

c. Analyze trends and modify predictions when necessary.

A8. Appraise judgments and values that are involved in the choice of a course of action.

Examples:

a. Identify and weigh conflicting values which serve as contradicting criteria for judging courses of action.

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b. Develop a set of criteria for judging proposed courses of action in terms of actual and projected consequences.

c. Apply the established criteria to actual and projected consequences of a proposed course of action.

d. Select and defend a position or course of action consistent with the established criteria.

B. RIGHTS OF THE INDIVIDUAL

At the end of the regular eighth grade program in social studies, a student should be able to:

B1. Appraise personal and social characteristics of individuals as a basis for developing respect.

Examples:

a. Analyze differences in religion, national origin, race, social status, sex, physical or mental abilities, interests, or speech patterns, accents or idioms.

b. Accept differences in religion, national origin, race, social status, sex, physical or mental abilities, interests, or speech patterns, accents or idioms.

c. Respond to individual differences on the basis of one's own merits and actions.

d. Develop a respect for others who are different and who may disagree with one's own point of view.

e. Identify techniques for changing attitudes of those with whom one disagrees without resorting to intimidation or ridicule.

f. Identify and act upon that which still needs to be done in this country to guarantee equal rights for everyone regardless of sex, race, creed, socio-economic and national background, or individual views on morality.

g. Identify examples of discrimination and describe why these actions are unfair.

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B2. Consider the consequences to others of one's own actions.

Examples:

a. Consider the benefits of guarding the safety and health of others.

b. Consider the positive effects of controling one's emotions in the face of criticism, arguments, failures, and of being teased.

c. Consider the advantages of getting approval before committing others to one's plans.

d. After listing actions that impinge on the rights of others, be able to analyze the consequences of those actions.

e. Recognize and demonstrate appropriate classroom behavior in relation to fellow students.

f. Respect the property of others.

g. Analyze and suggest ways in which lack of respect might be corrected when given a situation which illustrates the lack of respect for others' property.

B3. Help other individuals voluntarily with due consideration for one's own well being.

Examples:

a. Help persons who are lost or in trouble.

b. Assist classmates who have been absent from school. Help new students adjust to school.

c. Defend younger children against intimidation from others.

d. Help friends with their personal problems.

e. Aid others in constructive achievements.

f. Seek ways to improve the welfare of groups of people less fortunate than you.

g. Judge what might be done when an individual needs assistance.

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B4. Recognize the value of constitutional rights and freedomes.

Examples:

Recognize the value of:

a. Others' rights to choose their own work, friends, and activities, to own private property, and to choose their religion.

b. Freedom of speech and the press.

c. Encouraging others to express their opinions.

d. Being able to criticize the government publicly based upon accurate information.

e. Respecting the privacy and personal property of others.

f. Understanding the importance of the Bill of Rights in justice for the individual.

g. Understanding that rights are not absolute and are often in conflict with one another or with the general welfare.

h. The exercise of constitutional rights and liberties, including due process of law.

i. The rights and liberties of others.

j. The privilege of citizenship which has rights and responsibilities.

k. Identifying the basic concepts underlying the United States Constitution and Bill of Rights and being able to illustrate their application.

C. JUSTICE AND ORDER

At the end of the regular eighth grade program in social studies, a student should be able to:

C1. Demonstrate the need for justice and order in our society.

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Examples:

a. Recognize that laws are devised to maintain justice and order.

b. Recognize there is a need for justice.

c. Suggest ways of increasing the orderliness in a particular situation.

d. Recognize that people need rules in a society.

e. Recognize that people benefit when just laws are obeyed.

f. Recognize that laws sometimes compel one to do things against one's will (e.g., pay taxes, serve in the military).

g. Recognize that all people are subject to authority.

C2. Identify appropriate behaviors of other individuals and themselves.

Examples:

a. Consider how disruptive behavior may affect others.

b. Obey just laws.

c. Refuse to participate in vandalism.

d. Identify the dangers inherent in individual and group violence.

e. Recognize that a functioning society requires basic rules of moral conduct.

f. Warn others about the consequences of breaking rules.

g. Refuse to participate in unethical group activities.

h. Report accidents and illegal or irresponsible acts to authorities or parents.

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C3. Demonstrate a knowledge of laws and regulations.

Examples:

a. Recognize that the law assumes a person innocent unless proven guilty and that the United States Constitution and Bill of Rights protect basic rights for all Americans.

b. Recognize that laws and regulations should not be violated even when sure no reprisal will result.

c. Obey school regulations.

d. Obey safety traffic laws.

e. Recognize that those who break rules may be punished.

f. Recognize that a man who violates the law is subject to punishment.

C4. Oppose unjust rules, laws, and authority.

Examples:

a. Call attention to illegal or irresponsible acts and report them to the proper authority.

b. Protest unjust rules legally.

c. Recognize that some rules and laws are unjust.

d. Recognize that behavior may be legal, but not ethical.

D. ECONOMIC AND POLITICAL SYSTEMS

At the end of the regular eighth grade program in social studies, a student should be able to:

D1. Recognize that most governments provide law and order, protect rights and liberties of individuals, and provide protection from outside forces.

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Examples:

a. Recognize that in the United States, the Constitution provides the basic framework of our government system.

b. Recognize that the United States Constitution and Bill of Rights guarantee individual rights.

c. Recognize that individual liberties guaranteed by the Constitution reflect the ideas and experience of past generations.

d. Recognize that the Constitution may be interpreted in different ways.

e. Recognize that the assumption in a democracy is that the power of the state resides ultimately in the people.

f. Recognize the concept of democracy.

g. Recognize that organized groups have sets of rules to guide their actions.

D2. Recognize the structure and major functions of the United States Government.

Examples:

a. Recognize that the government makes treaties with other nations.

b. Recognize that branches of government have different functions allowing each to limit the powers of the other.

c. Recognize the importance of more than one political party in our government.

d. Recognize that the government is controlled and maintained at the local, state, and national levels.

e. Recognize that elected representatives are responsible for law making.

f. Recognize that laws are made at all levels of government.

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D3. Recognize that representative government depends upon the intelligent participation of its citizens.

Examples:

a. Recognize that each citizen's vote is important in selecting leaders.

b. Recognize that various sides of issues should be examined before reaching a decision.

c. Recognize that pressure groups influence lawmaking.

d. Apply democratic procedures on a practical level when working in a group.

e. Recognize the legal steps involved in seeking change.

D4. Recognize that all services of democratic government must be paid for largely through taxes.

Examples:

a. Recognize what the sources of the tax dollar is and how it is spent.

b. Identify various kinds of taxes (e.g., income tax, sales tax, school tax).

c. Recognize that agencies are established to enable governments to collect taxes.

d. Identify some of the goods and services that taxes provide (e.g., education, police and fire protection).

e. Recognize all citizens help to support government services through paying taxes.

D5. Recognize that political systems are essential in all forms of society.

Examples:

a. Distinguish between democratic and totalitarian forms of government.

b. Distinguish between direct and representative forms of democracy.

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c. Recognize strengths and weaknesses of various forms of government.

d. Recognize that political systems sometimes force decisions on people.

e. Recognize that political systems differ in the degree of regulation imposed.

f. Recognize that there is conflict and competition in societies which must be dealt with by the political system.

g. Recognize that in different societies, the method of choosing political leaders varies.

h. Recognize that laws are the outgrowth of the values and customs of the society.

i. Recognize that societies establish a form of government to preserve law and order.

j. Recognize that political systems must adjust to changes in society.

k. Describe examples of political systems (e.g., school structure, local government, class government).

D6. Recognize that one of man's greatest challenges is preserving world peace.

Examples:

a. Understand some of the implications of war in a nuclear age.

b. Distinguish between nationalism and internationalism.

c. Recognize that there are organizations that work for world peace.

d. Recognize that the struggle for authority by competing societies may lead to conflict.

e. Understand that respect for the rights of others applies to societies as well as to one's peers.

D7. Recognize that governments are human undertakings and as such are subject to the successes and failures of all human activities.

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D8. Recognize some of the major characteristics of the economic systems.

Examples:

a. Recognize that economics is the study of the way people produce, exchange, and use goods and services.

b. Distinguish among socialism, capitalism, and mixed economies.

c. Recognize the need for interdependence among the world's economies.

d. Recognize that some people are producers of goods while others are producers of services.

e. Recognize that supply and demand are present in most economic systems.

D9. Recognize some of the major economic concepts in a capitalistic society.

Examples:

a. Recognize that the consumer's choice is influenced by a variety of factors.

b. Recognize that the producer seeks to maximize profits.

c. Recognize that since people cannot have everything they want, they must make decisions.

d. Recognize that factors of production, i.e., land, labor, capital and management, should be used in most efficient combinations to maximize profits.

e. Recognize that human effort, natural resources, and capital are necessary for production.

f. Recognize that a money system makes it more convenient to buy goods and services.

g. Recognize that individuals within the society perform different kinds of work for reasons of economic efficiency.

D10. Recognize the meaning of key terminology dealing with economic and political systems.

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E. PERSONAL RESPONSIBILITIES TO SOCIETY

At the end of the regular eighth grade program in social studies, a student should be able to:

E1. Recognize and respect the reasonable authority of one's parents or guardians.

Examples:

a. Demonstrate one's ability to help with home duties and problems (e.g., inform parents or guardians of one's plans and ask permission if it is expected).

b. Appeal disagreements openly rather than covertly disobeying.

c. Keep one's things in order and help with the responsibilities of the family.

d. Discuss social matters with one's family and respect the views of all family members (e.g., seek opinions and advice of parents and other family members on personal and school matters).

E2. Seek community improvement through active, democratic participation.

Examples:

a. Recognize that each person's civic behavior is important (e.g., willingness to do one's share in helping the group or community, analyzing a situation before "following the crowd").

b. Recognize important school and civic problems and discuss possible solutions.

c. Apply democratic procedures on a practical level when working in a group (e.g., help with classroom activities, seek compromise, encourage hearing of different views, abide by democratically determined decisions).

E3. Recognize one's responsibility for self development.

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E4. Display fairness and good sportsmanship toward others.

E5. Recognize the value of fostering the general welfare and protecting the environment.

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SOCIAL STUDIES OBJECTIVES--PART B

GRADE TWO THROUGH GRADE FOUR

A. INQUIRY SKILLS

At the end of the regular fourth grade program in social studies, a student should be able to:

A1. Find directions on a map.

Example:

a. Students will be able to indicate directions on a map with cardinal directions.

A2. Use a map key and its symbols to identify features on a map.

Example:

a. Students will be able to interpret simple symbols on maps (e.g., ° for city, -- for state boundary, -o-o- for national boundary).

A3. Determine distance on a map.

Example:

a. Students will be able to determine distance between two points when given a specific map scale (e.g., 1 inch = 3 miles).

A4. Arrange events in sequential order.

Examples:

a. Students will be able to place in the correct sequence four stages in the manufacture of a product.

b. Students will be able to identify a correct sequence of events when reporting a fire until the arrival of firefighters and equipment at the scene.

A5. Distinguish relevant from irrelevant information when given a particular situation.

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Example:

a. Students will be able to select a response which more directly answers a specific question.

A6. Note significant details needed to draw conclusions from pictorial material (including cartoons).

A7. Draw inferences based on data found in a graph or table.

B. SOCIAL STUDIES UNDERSTANDINGS

At the end of the regular fourth grade program in social studies, a student should be able to:

B1. Social Interaction. Recognize behavior which promotes effective social interaction.

Examples:

*

Theme	II
Level	1
Gen.	9
****	
Theme	IV
Level	1
Gen.	6

a. Recognize their feelings in group situations.

b. Recognize the feelings of others in group situations.

c. Recognize opinions different from their own.

d. Recognize the rights of others.

e. Recognize leader and follower roles.

B2. Scarcity. Describe how limited resources and man's increasing demands require conservation of human and natural resources.

Examples:

a. Identify resources which effect one's daily life.

b. Identify resources which are scarce.

*"Themes, Levels, and Generalizations" refer to EXEMPLAR: A Model for Social Studies Curriculum Development in Delaware (K-12), (Dover, Delaware: Department of Public Instruction, 1971).

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Theme	V
Level	2
Gen.	13
****	
Theme	1
Level	2
Gen.	7

c. Name specific ways that wasting resources affect the economic life of the individual and groups.

d. Cite statistics to show that population is increasing rapidly.

e. Use charts to show that advance planning in growing area is essential if electricity, gas, water, and sewers are to be provided.

B3. Interdependence. Recognize that individuals and communities depend upon each other to help supply their needs.

Examples:

Theme	II
Level	2
Gen.	5
****	
Theme	V
Level	2
Gen.	11

a. Identify economic interdependence (e.g., workers involved in producing a product).

b. Identify social interdependence (e.g., family roles).

c. Identify geographic interdependence (e.g., rural-urban).

d. Identify political interdependence (e.g., branches of government).

B4. Cultural Variation. Recognize that while people everywhere have similar needs, their ways of meeting them differ according to their cultures.

Examples:

Theme	I
Level	2
Gen.	2
****	
Theme	V
Level	2
Gen.	3

a. Identify basic human needs (e.g., food, shelter, clothing, etc.).

b. Identify the ways different cultural groups meet basic human needs.

c. Compare similarities and differences among the ways different cultures meet their basic human needs.

d. Understand that similarities in appearance do not necessarily lead to patterns of behavior.

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B5. Land-Man Interaction. Identify ways the natural environment affects man's ways of living.

Examples:

Theme	I
Level	1
Gen.	9
****	
Theme	I
Level	2
Gen.	4

a. List several examples of human adaptation to climactic differences (e.g., housing, clothing, recreation, food choice).

b. Match economic activities with appropriate climactic regions (e.g., cotton production in Southwestern United States).

B6. Man-Land Interaction. Identify ways man changes his environment.

Theme	IV
Level	2
Gen.	3
****	
Theme	I
Level	2
Gen.	8

Example:

a. Identify ways man has modified his environment through technology (e.g., irrigation, pollution, stripmining).

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SOCIAL STUDIES OBJECTIVES--PART B

GRADE FIVE THROUGH GRADE EIGHT

A. INQUIRY SKILLS

At the end of the regular eighth grade program in social studies, a student should be able to:

A1. Find directions on a map.

Example:

a. Determine directions using geographic clues such as north pole, equator, zone demarcations, etc.

A2. Use a map key and its symbols.

Example:

a. Understand distribution of population, world religions, world climate patterns, etc. from maps.

A3. Draw inferences from data shown on a map.

Examples:

a. Determine in which area large cities would be found when given a map of population density.

b. Determine where agriculture would most likely be found when given a map of population density.

c. Infer man's activities and ways of living in different areas when given a map showing physical detail and latitude.

A4. Identify reliable and unreliable sources of information pertinent to a given problem or question.

Examples:

a. Identify the person in the school most likely

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to provide an authoritative answer when given a question concerning a school regulation.

b. Identify potential biases in information and materials from a known special interest group.

A5. Distinguish relevant from irrelevant information when given a particular situation.

Example:

a. Select the response which most directly answers a specific question.

A6. Use charts to compare sizes and quantities.

A7. Use a time line to trace a sequence of events.

A8. Arrange events in sequential order.

Examples:

a. Place in correct sequence the four stages in the manufacture of a product.

b. Identify a correct sequence of events when reporting a fire to the arrival of firefighters and equipment at the scene.

B. SOCIAL STUDIES UNDERSTANDINGS

At the end of the regular eighth grade program in social studies, a student should be able to:

B1. Cultural Pluralism. Recognize that the development of culture results from the contributions of many individuals and groups.

Examples:

a. Recognize how food and clothing have been influenced by different people's interests and backgrounds (e.g., food from Italy, clothing changes influenced by mod styles from Britain's Liverpool music groups, etc.).

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*

Theme	II
Level	3
Gen.	2
****	
Theme	I
Level	2
Gen.	5
****	
Theme	I
Level	3
Gen.	3

b. Identify the influence on music and art of ethnic/racial groups -- such as Blacks, Italians -- including works of art at museums.

c. Show ways in which regional cultural differences have transcended regional boundaries to form a national culture.

d. Trace the contributions which individuals or groups have made to American culture (e.g., log cabins - the Swedes, jazz - black Americans, pajamas - India, football - an adaptation of a British sport).

B2. Culture Conflict. Use the concept of culture to analyze and explain conflict among different groups.

Examples:

a. Identify cultural misunderstandings which might be a possible cause of conflict.

b. Develop and test hypothetical alternative courses of action which might reduce conflict.

Theme	IV
Level	3
Gen.	6

c. Evaluate a proposed plan to reduce a conflict among groups.

d. Explain how cultural diffusion (e.g., borrowing and sharing) reduces conflicts among culture groups.

B3. Scarcity. Recognize the need for individuals as well as communities to make the wisest possible use of human and natural resources.

Theme	I
Level	2
Gen.	7
****	
Theme	I
Level	3
Gen.	3
****	
Theme	V
Level	2
Gen.	13

Examples:

a. Predict consequences for an individual using one's resources in a particular way.

b. Identify and support the wise use of resources.

c. Apply the concept of scarcity to analyze the process of economic decision making.

*"Themes, Levels, and Generalizations" refer to EXEMPLAR: A Model for Social Studies Curriculum Development in Delaware (K-12), (Dover, Delaware: Department of Public Instruction, 1971).

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B4. Change/Continuity. Recognize that the social, political, and economic institutions of a culture have both historical and contemporary origins.

Theme	II
Level	2
Gen.	12
****	
Theme	IV
Level	2
Gen.	6
****	
Theme	IV
Level	3
Gen.	16

Example:

a. Identify the historical origin of social, political, and economic institutions (contemporary civil rights - Bill of Rights, modern corporations - early colonial charter companies).

B5. Land-Man Interaction. Illustrate how cultural development is shaped by the natural environment.

Examples:

Theme	I
Level	3
Gen.	10

a. Compare settlements of different cultures and show effects of locations (e.g., Nile Valley, Amazon Basin) in the categories of housing, occupations, and trade.

b. Compare and contrast the intensity of natural forces as they influence life styles of people in different locales such as Alaska and Florida.

B6. Man-Land Interaction. Illustrate how culture can shape man's environment.

Examples:

Theme	V
Level	2
Gen.	3

a. Compare and contrast cultural ways of meeting needs by choosing communities from different locations.

b. Compare and contrast a particular site before and after man has modified the environment.

B7. Interdependence. Recognize that interdependence is a characteristic of group living.

Examples:

a. Identify instances of interdependent relationships from social context (e.g., family, geographical regions, governmental units, workers in an industry).

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Theme II
Level 3
Gen. 6
****
Theme II
Level 2
Gen. 13
****
Theme IV
Level 3
Gen. 12

b. Identify factors which contribute to the need for interdependence.

c. Identify factors which facilitate interdependence (e.g., improved transportation and communications).

d. Identify positive and negative aspects of interdependence.

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STATE OF DELAWARE

PHYSICAL AND MENTAL HEALTH OBJECTIVES

The physical and mental health objectives for grades two through four and grades five through eight were initially developed from the Delaware School Health Curriculum Guide and have since been revised by teachers and health educators from throughout the state. The physical and mental aspects of health are viewed as being interdependent and interrelated. Therefore, no further distinction is made in the taxonomy; rather the objectives are organized around nine themes: Development of Positive Attitudes, Practices, and Habits Toward Physical Health; Understanding of Conditions Necessary to Maintain Positive Mental Health; Understanding of Risks to Personal Health from Substances Which Can Be Addictive and Dangerous; Understanding of Sex Education Consistent With Individual Levels of Physical and Emotional Maturity; Knowledge of Procedures and Skills Which May Be Used in Emergency Illness and Accidents; Performance of Skills and Recreational Forms Which Will Permit Life-Long Enjoyment; Recognition and Prevention of Environmental Health Problems; Responsibility for Personal and Group Safety; and Performance of Motor Skills, Strength, and Coordination Necessary to Physical Growth and Well Being.

The objectives are coded by assigning a letter to each of the nine themes. For instance, theme A is Development of Positive Attitudes, Practices, and Habits Toward Physical Health, and the first objective under this theme is objective A1. To complete the code citation the grade level must also be added. Grade levels are noted in the heading on the initial page of each grade level and on the bottom of each page.

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PHYSICAL AND

MENTAL HEALTH OBJECTIVES

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GRADE TWO THROUGH GRADE FOUR

A. DEVELOPMENT OF POSITIVE ATTITUDES, PRACTICES, AND HABITS TOWARD PHYSICAL HEALTH

At the end of the regular fourth grade program in physical and mental health, a student should be able to:

A1. Classify foods according to functions and basic group when given a list of foods. Select a balanced diet essential to growth and body maintenance when given a variety of foods.

A2. Identify from a variety of activities those which can enhance personal appearance and performance.

A3. Determine the relationships between rest and exercise and their effect upon physical well-being.

A4. Specify the effects of each of the basic food groups on physical growth and body maintenance.

A5. Identify from a variety of influences those environmental factors which directly affect personal diet and nutrition.

A6. Identify those sources which the individual needs to conserve for physical well-being.

B. UNDERSTANDING OF CONDITIONS NECESSARY TO MAINTAIN POSITIVE MENTAL HEALTH

At the end of the regular fourth grade program in physical and mental health, a student should be able to:

B1. Determine that personal problems exist for everyone.

B2. Demonstrate an ability to cope with a variety of stressful situations.

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B3. Identify and describe where, how, and why to seek guidance and counseling for personal problems, given resources in the state and local community.

B4. Identify from a variety of emotions those which are most common to a particular age group.

C. UNDERSTANDING OF RISKS TO PERSONAL HEALTH FROM SUBSTANCES WHICH CAN BE ADDICTIVE AND DANGEROUS

At the end of the regular fourth grade program in physical and mental health, a student should be able to:

C1. Distinguish between the beneficial and harmful effects of a range of substances including alcohol, drugs, and tobacco.

C2. Describe how selected environmental factors such as family, mass media, peer group, and personality can affect decisions to use or not use alcohol, drugs, or tobacco.

C3. Explain how use, nonuse, or misuse of a substance, given its action, can affect the individual's health.

D. UNDERSTANDING OF SEX EDUCATION CONSISTENT WITH INDIVIDUAL LEVELS OF PHYSICAL AND EMOTIONAL MATURITY

At the end of the regular fourth grade program in physical and mental health, a student should be able to:

D1. Explain how different cultural patterns and individual life styles can affect interpersonal relationships between the sexes.

D2. Distinguish between human characteristics which are inherited and those which result from environmental influences.

D3. Identify and describe stages in human growth and development, applicable to a given age group.

E. KNOWLEDGE OF PROCEDURES AND SKILLS WHICH MAY BE USED IN EMERGENCY ILLNESS AND ACCIDENTS

At the end of the regular fourth grade program in physical and mental health, a student should be able to:

E1. Demonstrate appropriate basic first aid procedures when given a series of emergency situations.

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E2. Identify those school and community resources which can render efficient and adequate assistance in emergency situations.

E3. Identify and evaluate safety hazards when given a variety of accidents which occur in the home, school, and community.

F. PERFORMANCE OF SKILLS AND RECREATIONAL FORMS WHICH WILL PERMIT LIFE-LONG ENJOYMENT

At the end of the regular fourth grade program in physical and mental health, a student should be able to:

F1. Identify those activities which individuals can perform during leisure time throughout life.

F2. Identify from a variety of factors that affect the individual's selection of recreation those which give a balance of activity and rest.

G. RECOGNITION AND PREVENTION OF ENVIRONMENTAL HEALTH PROBLEMS

At the end of the regular fourth grade program in physical and mental health, a student should be able to:

G1. Identify from a description of the effects of environmental conditions those which affect performance in daily activities.

G2. Identify organizations, agencies, and careers concerned with health care delivery in a particular community.

G3. Describe how use, nonuse, and misuse of a man-made product or service can affect personal and community health and safety.

G4. Identify from a variety of factors those which influence selection and use of health services and products.

H. RESPONSIBILITY FOR PERSONAL AND GROUP SAFETY

At the end of the regular fourth grade program in physical and mental health, a student should be able to:

H1. Demonstrate concern for the safety of oneself and others when given varying degrees of potentially dangerous situations.

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H2. Recognize and identify hazards that are often found in designated community settings.

H3. Identify the agencies responsible for the safety of the community.

H4. State how specific laws and regulations relate to individual and community safety.

I. PERFORMANCE OF MOTOR SKILLS, STRENGTH, AND COORDINATION NECESSARY TO PHYSICAL GROWTH AND WELL BEING

At the end of the regular fourth grade program in physical and mental health, a student should be able to:

I1. Demonstrate competence in large muscle activities commensurate with individual levels of physical development.

I2. Exhibit physical endurance and strength commensurate with individual levels of physical development.

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PHYSICAL AND MENTAL HEALTH OBJECTIVES

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GRADE FIVE THROUGH GRADE EIGHT

A. DEVELOPMENT OF POSITIVE ATTITUDES, PRACTICES, AND HABITS TOWARD PHYSICAL HEALTH

At the end of the regular eighth grade program in physical and mental health, a student should be able to:

A1. Apply a knowledge of nutrition in the selection of a diet applicable to need from a variety of foods from various cultural and ethnic sources.

A2. Determine the proportion of rest to activity for performing daily tasks when given various age and physical factors.

A3. Explain how social forces such as occupation, fads, family and cultural patterns, life styles, and poverty may affect an individual's dietary practice and nutritional status.

A4. Explain how identifiable social forces have contributed to the cause and/or alleviation of a given health problem.

A5. Describe the intent of selected mass media communications, such as television, newspapers, and magazines, and their impact on the health of the individual and community.

A6. Analyze methods of combating health quackery and fraudulent health practices when given guidelines.

B. UNDERSTANDING OF CONDITIONS NECESSARY TO MAINTAIN POSITIVE MENTAL HEALTH

At the end of the regular eighth grade program in physical and mental health, a student should be able to:

B1. Explain how identifiable social forces can contribute to mental health problems.

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B2. Describe how mass media such as television, radio, newspapers, movies, and magazines affect the attitude, behavior, and health of the individual and community.

B3. Analyze and evaluate how varying family and community factors can affect the attitude and behavior of the individual in a series of situations.

B4. Identify and describe how selected agencies, organizations, and professionals can control community health problems.

B5. Describe the procedures involved in requesting and receiving assistance from selected mental health agencies, organizations, and professionals.

B6. Identify from a variety of emotions those which are not common to a specific age group.

C. UNDERSTANDING OF RISKS TO PERSONAL HEALTH FROM SUBSTANCES WHICH CAN BE ADDICTIVE AND DANGEROUS

At the end of the regular eighth grade program in physical and mental health, a student should be able to:

C1. Describe how the social institutions of the law, church, family, and school control the use of alcohol, drugs, and tobacco.

C2. Evaluate the impact of social, interpersonal, economic, and legal influences upon personal decisions to use or misuse alcohol, drugs, and tobacco.

C3. Discriminate between statements concerning the physical appearance, action, use, and misuse of drugs, alcohol, and tobacco, which are based upon substantiated evidence and those which have no factual basis at the time.

D. UNDERSTANDING OF SEX EDUCATION CONSISTENT WITH INDIVIDUAL LEVELS OF PHYSICAL AND EMOTIONAL MATURITY

At the end of the regular eighth grade program in physical and mental health, a student should be able to:

D1. Describe how factors such as physical age, gender, and emotional maturity affect response in selected situations.

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D2. Explain how environmental factors influencing physical and emotional growth can be modified through personal efforts and community health agencies.

D3. Analyze and evaluate the influence of family and socio-economic conditions on an individual's attitudes and behavior.

D4. Arrange the stages in the reproductive sequence of human beings in developmental sequence and describe each stage from conception to birth.

E. KNOWLEDGE OF PROCEDURES AND SKILLS WHICH MAY BE USED IN EMERGENCY ILLNESS AND ACCIDENTS

At the end of the regular eighth grade program in physical and mental health, a student should be able to:

E1. Demonstrate appropriate first aid procedures when given a variety of simulated emergency situations.

E2. Demonstrate how to obtain assistance during and for an emergency in a local community or elsewhere when given information on where and how.

F. PERFORMANCE OF SKILLS AND RECREATIONAL FORMS WHICH WILL PERMIT LIFE-LONG ENJOYMENT

At the end of the regular eighth grade program in physical and mental health, a student should be able to:

F1. Identify those recreational activities which can meet immediate and long-range physical and leisure needs.

F2. Select recreational activities which best contribute to an individual's physical and emotional needs.

G. RECOGNITION AND PREVENTION OF ENVIRONMENTAL HEALTH PROBLEMS

At the end of the regular eighth grade program in physical and mental health, a student should be able to:

G1. Predict possible effects to physical and mental health of environmental irregularities and natural disasters such as pollution, floods, and earthquakes.

G2. Identify those environmental factors which directly affect community and personal health.

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G3. Evaluate the requirements and qualifications for a selected health career in terms of individual interests and abilities.

G4. Identify and describe the functions of various agencies responsible for regulating the environmental health of an individual and the community.

H. RESPONSIBILITY FOR PERSONAL AND GROUP SAFETY

At the end of the regular eighth grade program in physical and mental health, a student should be able to:

H1. Identify the agencies responsible for personal safety in society.

H2. Identify potential safety hazards in school and community.

H3. Demonstrate personal responsibility for the safety of oneself and others in selected situations.

I. PERFORMANCE OF MOTOR SKILLS, STRENGTH, AND COORDINATION NECESSARY TO PHYSICAL GROWTH AND WELL BEING

At the end of the regular eighth grade program in physical and mental health, a student should be able to:

I1. Perform complex motor skills required for participation in team sports such as basketball and softball.

I2. Demonstrate strength and endurance commensurate with an individual's ability in completing assigned physical tasks.